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# PEABODY *Journal* OF EDUCATION

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• 1957  
• NUMBER 1

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NASHVILLE TENNESSEE

# Peabody Journal of Education

Published by  
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# PEABODY JOURNAL OF EDUCATION

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## *Editorial*

### We Believe in "Progress"

Generally it is wiser to accept an address, or to let it quickly fade from memory. There are times when we covet a moment of rebuttal.

The speaker's theme was that progress is not inevitable. The speech he was making seemed to justify his theme, for he certainly wasn't making any.

This writer believes in human creativeness and that man's desire to do good is stronger than his desire to do evil. And it is precisely that belief that makes it worthwhile to take the trouble to keep on living.

Progress isn't inevitable from one day, or one decade, or one generation to the next. Human affirmation hasn't that sort of continuity. Life provides sloughs of despondency just as it does mountain peaks of high achievement. If man makes A bombs to destroy his fellows he straightway shapes his thinking to recast them for human service. In times of weakness, he has fought wars but deep in his heart he has always wanted to make his sword into a plowshare. Some swords are inevitable, but when his vision clears man turns his eyes to the plow. In the long stretches of time progress is inevitable. Man was created to make progress. He was given the hope for it and the strength to make it. It is in the very spirit of him to resist the *status quo*, and to esteem gain higher than loss. Gain comes at a high price, but he has always been willing to pay it. There will be "progress" as long as the mind of man serves as the candle of the Lord.

# To Break or Not to Break

(There is a vital matter confronting the colleges which just as well be settled right now. With that happy end in view, opposing arguments by two of the more advanced thinkers in the field are printed below.

The Editor)

## What is Broken by the Coffee Break?

CLIFTON L. HALL

George Peabody College for Teachers

Coffee originated in the East, according to the few books I have consulted on the subject. Yet I need no scholarly research to be convinced that coffee as a beverage has reached its highest stage of development in the United States. I will back the best American coffee against that of any other country. I am acquainted with the syrupy fluid loved and ceremoniously drunk by Turks and other dwellers in the Levant. I have partaken often and with ill-concealed distaste of the biting and bitter Latin-American brew that is served in little flat cups at odd hours of the day as well as after meals. The French *café noir* and *café au lait* and the New Orleans imitation of these are even less to my taste, flavored as they are with *chicorée*. Nor does Finnish coffee appeal to me with its *soupcón* of anise. As "beauty unadorned's adorned the most," just so coffee with nothing added is to me the perfection of coffee; *Persicos odi, puer, apparatus*. I don't even want my after-dinner coffee laced with cognac, the way so many Europeans take it. Just let it be pure and let it be good.

When I praise American coffee it is with the realization that much of the coffee prepared in the United States is not good by any standard whatever. Often it is badly made and tastes of stale grounds, or it may have had too much or too little contact with the source of heat. The making of good coffee calls for a high degree of skill in the maker, also for certain gifts such as a keen olfactory sense, a capacity for



taking infinite pains, and something of the artist's touch. A really skilled coffee maker deserves to be honored as an artist in her own right. In addition, she possesses one of the first qualifications of a successful and happy wife and mother. Nothing launches a breadwinner on his working day better than one or more cups of fragrant, steaming coffee, skilfully prepared and fresh from the percolator, coffee pot, or what have you. Coffee can add much to the end of a perfect day, just as it can enhance its beginning. How else could a delicious dinner end properly? And what can punctuate after-dinner conversation more delightfully than sips of hot, full-flavored coffee? And what conversation so punctuated is ever in danger of becoming acrimonious or even unduly frivolous?

As all truly artistic creations should be treated with respect, even so should coffee of high quality be accorded its just meed of regard if not of reverence. A little ceremony could well attend its serving. This practice obtains in the East; it is unfortunate that the coffee so honored there should be so unpalatable. For this reason I dislike seeing coffee hastily gulped from heavy earthenware cups or even mugs at odd minutes and in unsuitable places. The phrase "A cuppa Java" impels me to shudder and I am frankly revolted by "A cuppa mud."

So I deplore the growing custom called "the coffee break." It irks me that one of nature's choicest gifts should be used as nothing more nor less than an excuse for loafing and talking trivialities in the middle of the morning. Not that I object to loafing; all human beings are afflicted with the curse of laziness. But as an excuse for stopping work why misuse the benison of the coffee bean? Why not an ice-water break instead? Now if people could cease work, relax in easy chairs for an hour, let us say, and, mildly intoxicated by the caffein, allow the conversation to stray by devious paths towards enlightening topics, all would be eminently fitting. The time taken from work might be considered excessive by employers, but at least none would be guilty of esthetic violence. But coffee swallowed in haste interrupted only by scraps of disjointed shop-talk or comment on recent baseball games or TV shows—flagrant disrespect to one of nature's richest blessings to mankind! I hate to see what should be a solemn and serious rite cheapened in any way. Coffee and conversation, yes; the two go naturally together. But let the atmosphere be that of comfort, relaxation, ease,

freedom from the cares of business or any taint of vulgarity. Not long ago, when a transcontinental train stopped at a station at about half past ten in the morning, I heard a young man say to his companion, "Fifteen minutes' wait here. Just time to grabba cuppa coffee." As though coffee should ever be grabbed!

The importation of coffee into England was criticized in 1680, as being "most useless since it serves neither for nourishment nor for debauchery." Yet I prefer to regard both tea and coffee as pleasantly intoxicating, though non-alcoholic, beverages. I would cite the authority of the late George Bernard Shaw who states in his essay "On Going to Church" that the average member of a ladies' sewing circle gets approximately the same degree of intoxication from four cups of tea that a hardworking dockhand gets from a quart of strong ale. Unlike alcohol, the type of inebriation induced by caffeine does not make the drinker stupid, dull or irascible. On the contrary, the true coffee drinker becomes relaxed, mellow, amiable, and clear-headed. Always provided, that is, that he takes the time to surrender himself quietly, gradually, and restfully to the influence of the coffee. And this cannot be done in the short few minutes usually allowed for a coffee break.

## The Last Bulwark of Good Conversation

JOHN ERLE GRINNELL  
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At an informal get-together of old friends a few weeks ago, I undertook an impromptu and vigorous defense of coffee. I found myself teamed with one of the most admired English professors of my acquaintance and smiled indulgently upon by another who has been well loved by college students of English for more than a generation. The urbane editor of the *Peabody Journal* was present and egged me on. However, he was not drinking the philosopher's brew.

When I contended with the nodded concurrence of my professorial friends that coffee is the last bulwark of good conversation, the editor

insisted I write a statement of my case for the *Journal*. I will; What is more, I will show it to my coffee cronies and get their amens—or whatever. But I will not prove anything. I will merely state what should seem clear and present truth to all who have lingered a half-hour over coffee in talk of ships and shoes and peacocks' tails and folly with wise and therefore unhurried companions. But explain why coffee is the last bulwark! No, I'll not! With my fat, old friend, Jack Falstaff, I'll cry:

“Give you a reason on compulsion! If reasons were as plentiful as blackberries, I would give no man a reason upon compulsion, I.”

Anyway, why should we deal in reason? That would be dull and scientific. I'll not even defend coffee as a food or drink any more than I would defend gin as a medicine. Nor am I concerned with the much abused term “coffee break.” It suggests just another gimmick in a clock-punching age. Its usefulness is measured in units of work efficiency. I'll have none of pros or cons for that. Break indeed! Break in what?

What makes the lyrics rise in me is a lively memory of a thousand coffee conversations. Whether it be the aroma, the swirling, dark depths turning ocre as the cream stirs up, the first, long, satisfying swallow, or the slowly felt titillation of caffeine and companionship—or all of them joined, and other more subtle influences, I cannot say; but I do know that I rarely find exciting conversation elsewhere. Around the coffee table all are hosts and all are guests. The cup goes up to mark a period, to emphasize a pause, or to put a question. Over coffee cups, listening—not a noticeable virtue in this headlong age—has an excuse for being.

The idle yakity yak about car troubles and bargains and TV, and the dreary shop talk in office and corridor, give way over coffee cups on slight impulses of wit or idea to conversation that might have had old Sam'l Johnson listening if not approving. (It was not easy to win his approval.) My memory—a refreshing companion at this minute—dips into long-stored-but-never-lost coffee dialogues with young friends and old, students, professors, and strangers. We touched in those long-echoing conversations on the pain, the mystery, and the charm of being and thinking, on Descarte's *cogito ergo sum*, on Ernest Dowson and Frank Kafka, Mozart and Einstein, on prejudice and stoicism and gods.

But, you may counter, why attribute all this to coffee? I'll not argue;

but I ask you—what else? Take cocktails—and most of us do. Cocktails beget silliness; coffee never does. Beer? Beer leads to heaviness; coffee never does. Wine? Aye, there's a companion, but it takes an age of sipping wines to know when and what to drink and, as a result, too much of the all-too-fleeting time goes into talk of wine rather than of thee and me and our tribulations in what Chesterton called "a disreputable incident on a minor planet." Omar, it must be supposed, knew his wines. But I won't be led off "underneath the bough" with Omar. Not as wise as he in the arts of leisure and tippling, I must depend on coffee.

I've not mentioned tea. I don't wish to offend tea drinkers. Hot tea may not always be a stay to good conversation, but I suspect it is a little upstage and perhaps a little stuffy. Tea drinkers think coffee toppers bourgeois—if not plebeian. Ice tea is a non-entity. It is a fancied escape from heat, even from the warmth of fermenting ideas. Milk and water I dismiss. Yet I'll not consent to do without them—in their places. I'll even tolerate a milk drinker in a spirited circle of coffee cronies, if he'll be quiet and listen, and not look too virtuous. The Cokes, Squirts, Pepsis, et al., are fit only to please the sugar-craving of youth. For adult conversation they hold only the perils of burping and gas pains.

Until another explorer in some still undiscovered world happens on a more divine beverage for warming the soul and blending its aroma with the delicate spirit of good conversation, I'll take coffee. A smidgen of cream, please.

# Education for Citizens: Some Suggested Goals

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No subject has been bruited about as much by social scientists as the whole question of education for citizenship. The problem has concerned some of the most eminent members of the social science fraternity and concerned them deeply for a great many years. To cite individuals who have addressed themselves to the problem would be to make too long a list for any practical purpose. Suffice it to mention only one great social scientist who has so directed his attention—Sir Ernest Barker—and to call to mind his 1936 lecture to the Institute of Education of the University of London entitled “Education for Citizenship.” It is perhaps the best treatment of the subject ever made.

But it is not the purpose of this paper to describe Barker’s thesis. Instead, it would seem more profitable to examine the problem from the point of view of “goals” as opposed to “methods,” theory as opposed to practice. Like the doctor who is able to prescribe but does not have to take his own medicine, I want to suggest some “oughts” for citizenship education without at the same time providing any “hows” to go with them. Methods in any case must be adapted at least to the teacher, the students, and the particular community in which both live. Of necessity they must be variable. To blueprint them is thus not only impossible but futile. The goals of citizenship education, however, are or should be the same for all American schools. *What* future citizens ought to be taught can be agreed upon and be given a real degree of uniformity across the country. If *how* they are taught is left flexible, the goals of citizenship education should be widely accepted and acted upon.

But in fact they are not. The literature in the field—and it is extensive—does not reveal that even after so many years of concern about the problem any real consensus as to the desirable goals for



citizenship education has been reached. Yet must not such a consensus be reached before the full value of educational programs can be achieved? Perhaps the goals suggested here can provide the basis for discussion that might result in a final consensus. What equipment do our citizens need for today's and tomorrow's world? What must our students be taught to give them that equipment? What are the goals of citizenship education?

Without attempting any priorities beyond the first, six basic goals of citizenship education might be listed. Briefly, the six are:

- 1) the transmission of a basic minimum *knowledge* of American political institutions and forces
- 2) the inculcation of some degree of *sophistication* with which to approach political, economic, and social problems
- 3) the production of a *willingness* to serve one's community and nation
- 4) the teaching of a large degree of *tolerance* and understanding
- 5) the planting of a deep *conviction* of the essential rightness of democratic government
- 6) the creation of a deep and abiding *respect* for the law and for the rights of others.

To turn back now and elaborate a little on each point. A basic minimum knowledge of American political institutions and forces. Years ago Felix Frankfurter wrote a book called *The People and Its Government*. I have always liked the emphasis the title supplies. As American citizens, we need to know about our own engine of government. Just as no one would trust a raw recruit in the fire department to drive the newest and most complicated hook and ladder truck without extensive instruction, so I think none of us like to think of turning over the engine of government to untutored and ignorant citizens. Yet without some instruction in the principles and procedures of American government, we are in danger of doing just that. It is perhaps not necessary to go into detail as to what should be taught. The Constitution of the United States supplies a fairly complete outline! Most high school courses in civics and college courses in American government are now covering much of the desired subject matter. Perhaps the emphasis of

such courses has been too much on structure and organization. Certainly each course should give its students what Sir Ernest Barker suggested in the lecture I referred to earlier, “a clear understanding of the use and abuse of political terms—justice, authority, liberty, equality, sovereignty, and all those blessed Mesopotamian words.” Certainly too each course should help students acquire an understanding of American institutions—social as well as political—and from the historic as well as from the current point of view, for history has a great role to fill in providing that understanding. The greatest problem here is not course content but the number of students—of future citizens—who receive the needed instruction. We simply do not reach all of our students in civics and political science courses. What about the others—the larger percentage who do not elect, are not required, or are not in school at all to take such courses? Adult education may be part of the answer. If the premise is granted, however, that education for citizenship is needed, ways must be found to reach every student in school and college. This is the real challenge to educators. The importance of a minimum of facts about American institutions cannot be overemphasized. Effective citizenship is impossible without it.

A degree of sophistication with which to approach political problems. Perhaps some might prefer to put it as J. W. Jenks did in his little volume on *Citizenship and the Schools* published just fifty years ago—“independence and impartiality of judgment.” This puts the thought very well. In a day when everything we “know” is derived from what we read, we see, and we hear, citizens in a democratic nation need to be tutored in winnowing truth from falsehood, in recognizing logical inconsistencies, in resisting mob psychology, in thinking clearly and arriving at sound judgments. A big order? It surely is. But any thoughtful analysis cannot avoid the necessity of such training. One of my professors in graduate school used to insist that training in logic should be a prerequisite for all American citizens. I doubt if his suggestion is practical, but I quite see his point. Hitler should have taught us all the dangers of gullibility and lack of sophistication. And the demonstrated power of television over our national mind suggests other dangers. Effective citizenship surely means citizens who can rise above stereotypes and reach conclusions on a plane of independent and impartial thinking.

A willingness to serve one's community and nation. Perhaps the greatest service David Lilienthal has performed for the nation has been his repeated insistence on the duty of public service, not for the few only, but for the many, and not only the duty to hold public office, elective or appointive, but to vote. Unwillingness to do either, if widespread, would paralyze democratic government. Yet too few citizens today evince a willingness to hold public office. Admittedly public salaries are low and the lure of private profit is great. Admittedly again the prestige of government service in the United States has never climbed to the level it occupies in Great Britain. But these qualifications do not make it any the less important. How to inculcate such a willingness in our citizens poses difficult problems. He who can solve those problems will be a true hero of democracy. Surely schools must assume the major responsibility for such inculcation, assisted by other social agencies, for their duty is not only to impart facts but to impart a willingness to act upon those facts as well. And a willingness to vote? Our record is poor here, as compared with many of our democratic friends and neighbors. Yet when it comes right down to it, what is more important? Popular sovereignty if it has a meaning at all acquires that meaning at the polls. Compulsory voting does not seem to be the solution in America. Can we as educators inculcate the urge to vote? Let us at least try. Perhaps it cannot be done directly, but it should emerge as a by-product of our teaching. Without a willingness to hold office and to vote, widespread among our citizens, democracy cannot survive. Effective citizenship surely means a strong conviction on both matters.

A large degree of tolerance and understanding. Henry W. Thurston used to like to use the phrase "consciousness of kind." Young citizens, he used to say, must somehow be led to feel a fundamental likeness, a "consciousness of kind," with all the other citizens of their nation. Put another way, regard for the rights of others is essential to good citizenship. Narrow conceptions and limited points of view make compromise, the essential ingredient of the democratic way, impossible to achieve. Moreover, they serve to cut groups in society apart from each other. Tolerance and understanding, on the other hand, weld groups together and make for a cohesive society. Tolerance means tolerance for different religions, for regional differences, for political

philosophies (except I think we can safely outlaw tolerance for Communism!). Understanding means sympathy for the need for other points of view, of the value of difference in a democratic society. Both these qualities are educated into man. They come as a part of the civilizing process, as a part of "growing up," as it were. Although I am not sure the schools ought to accept full responsibility for inculcating such virtues, I am sure that effective citizenship means a citizenry broadly tolerant of internal differences and sympathetic towards those who hold to opposite convictions. The lack of such tolerance and understanding results in the constant crisis of modern France.

A deep conviction of the essential rightness of democratic government. I doubt if this point needs any elaboration, it is so basic. Fortunately I think our citizens generally have such a conviction, though it may never have been verbalized. We and the English are blessed with societies which are in fundamental agreement at least on this basic point. There are virtually no groups in either country which would subvert our form of government. By and large all the American people are convinced of the virtue of democracy, and except for the necessity of passing this conviction on to succeeding generations, we have little here to concern us. Effective citizenship in America requires an acceptance of the basic premises of democratic government, and fortunately such an acceptance is already widespread.

A deep and abiding respect for the law and for the rights of others. Effective citizenship finally demands universal respect for the law. Too often fear of the law is taken as respect for the law. They are not at all the same thing. Fear arises out of distrust and ignorance; respect out of trust and knowledge. Citizens in a democracy must be taught to realize the difference and to respect the law because it is made by popular processes and subject always to popular control. They must learn to render obedience to it as well, for it is the concrete embodiment of self-government. There is no place in American society for those to whom the law represents a threat and is regarded as an imposition. In our free society, respect for the law is really all that gives it power, and a failure to hold this respect can only lead to the ultimate failure of our form of government. We hear a great deal of juvenile delinquency these days. Is not much of it caused by the substitution of fear of for respect for the law? Can the schools not serve as liaison between the



students and law enforcement officers in our communities and facilitate the growth of respect and the elimination of fear? I have no specific formula by which this might be accomplished. But history amply demonstrates that only nations founded on widespread respect for the laws undergirding them have endured.

Other items of basic equipment might be added to those briefly described here. An exhaustive catalogue is not necessary, however. Emphasis on some of the important items will serve to point in the direction we want to go. The obligation of providing our citizens of tomorrow with the equipment they need for full participation in the democratic process is so overriding that a more critical analysis can be expected to be forthcoming from far more expert quarters. When that analysis emerges, I hope it will not place full responsibility for citizenship education on the schools. It must be recognized as a broader responsibility, to be shared by the family, the church, the club, the trade union. But I would hope that the schools will continue to take the leadership and to offer inspiration in the matter—and even more important, to assume the concern. For if eternal vigilance is the price of liberty, surely eternal concern to produce citizens educated for democracy is the price of American education.



# Mine is Research, Yours is Doubtful

**HAROLD H. PUNKE**  
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Rapid expansion in knowledge has developed many areas of study that were not conceived of a half century ago. Such expansion depends on effort plus available techniques. Newer areas face problems of devising instruments and methods which may be less pressing for older areas, but new areas may be less enslaved to obsolete procedures or false orientations.

A vigorous culture such as our own has numerous facets of growth, apart from knowledge itself—such as growth in population, educational institutions, economic production, personal leisure, or international responsibility. The amount of hesitance involved in making changes which cultural growth implies depends on how inadequate the old is recognized to be, and on the strength of vested interests which oppose change.

1. *Role of perspective and integrity.*—Three essentials of research orientation are: (1) capacity and desire for perspective in research undertakings; (2) integrity concerning methods and findings; and (3) willingness to attribute the same integrity to others as one claims for himself.

As the spheres of research expand, the proportion of the total with which one worker can be familiar decreases. It thus becomes increasingly difficult for one to show perspective in comparing his methods or results with those of others. Persistent and ingenuous work in a field usually enables one to see many possibilities there—and to consider it a rich field for study. However, one may think that too much of his life has been “invested” in a particular type of research to warrant radical change in method or goal. Vested interests to defend the status quo thus emerge.

But intense application to one field may help make a worker fail to realize that comparable developments are taking place in other fields. Civilized as well as primitive man is suspicious about such persons,

practices, or ideas as are not familiar to him. Unless research workers recognize this typical result of limited perspective, they are likely to manifest it.

Related to perspective is faith in the integrity of others. Long and intense work in a field makes the experiences involved a part of one's personality. Research thought and activity may influence one's physical habits, his associations in the community in which he lives, and much of his intellectual life. This influence may make it difficult to be sufficiently objective for good research. But when such objectivity is attained, it becomes a basis of esteem among closely associated workers. Since this is hard-earned status, only outstanding and magnanimous workers are likely to attribute it readily to others.

In the academic family, as sometimes among townsmen, established elements look warily upon newcomers. The relationship can be traced historically since early European universities emphasized theology, philosophy, and law, or since arithmetic was considered a "frill" by early American schools. Because the "established elements" determine the pattern for accepting new members, the pattern may be comfortable and appropriate for the established elements but restrict growth among newer elements by forcing inappropriate standards upon them. Perspective concerning modes of community life or methods of investigation is important for both research and civic situations. The same applies to a faith in the integrity of other research workers equivalent to that which one claims for himself.

Workers in a particular field who have the perspective and integrity described are best qualified to evaluate contributions in that field. The shoddiness of work in a field can best be pointed out by competent workers in that field—perhaps by themselves doing research which shows the weakness which they criticize. The most effective criticism of a poor job is doing a better job—with extensive publicity available to all. Well qualified workers are often first to modify their own formulations. It is encouraging that our most competent research people spend much time in "further study" and projection of their earlier efforts, rather than in sniping at others as being less worthy than themselves. Perhaps this is how they became competent.

2. *Elements common to all research.*—Difficulty often arises concerning borderline fields, in which only specialists can see the principles in-

volved. The importance of intellectual freedom for research is often emphasized. But freedom exists in degrees—and the way it is manifested may vary with the field of study. It can be limited by narrowly specialized colleagues, as well as by political dictators.

Questions may arise as to whether a casual or a systematic approach contributes most in research. Both seem involved. If a relaxed or dreamy attitude facilitates the emergence of ideas for study, or the formation of hypotheses, a systematic examination of these ideas is needed to make subsequent effort fruitful. And each step in subsequent effort must be thought over or “dreamed about” in formulating the next one. The inseparability of science and philosophy here becomes apparent—if the task of philosophy is to explain the meaning of the universe, and the task of science is to augment our factual knowledge about it.

In defining a problem one needs extensive acquaintance with the background out of which it emerges. Persistent and systematic effort is required to develop such acquaintance. If one’s predecessors have done a systematic job of collecting data, one’s initial task may be to discover their objectives and formulate hypotheses for evaluating the data available.

3. *Sources of data.*—In emphasizing acquaintance with previous work, we are saying that fruitful suggestions arise out of a rich background—not out of ignorance. Since printed records constitute a major source of information, most research projects involve library work. In history, literature, or law most of the work may relate to documentary materials. But in experimental science the unique aspect of a project is likely to concern the laboratory rather than the library. Much experimentation includes field studies. Work on insecticides, fertilizers, animal breeding, vaccines, and war materials are illustrative. Research in social science depends heavily on community institutions and relationships for data. Contributions to knowledge on family life depend more on contacts with homes than with libraries. Market studies have to be made in the marketplace, fiscal problems where money and wealth move or are controlled, and studies of ancient cultures have to be made where the archeological remains are located. Likewise studies on the learning and adjustment of school children can best be made in schools. The same applies to a study of educational and recreational needs rela-



tive to other aspects of a community, the design and construction of public buildings to meet community needs, or the scope of local resources to support tax levies or bond issues for public services.

Research in new fields may not look like research to workers in older fields. Systematic investigation in newer fields will suffer if it has to be judged and provided for according to conceptions which prevail in some of the older areas. This applies particularly to universities which insist that library, laboratory, and other "campus bound" activity constitute the whole gamut of significant research.

4. *What is an original contribution.*—The idea that research always implies an original contribution, and that there is no research without such a contribution, embodies certain difficulties. Contributions vary in magnitude and in "degree of originality," and question may arise regarding contribution to whose knowledge or to what knowledge. Does a fact represent a contribution only when first stated and proven? Suppose scientists on both sides of the Iron Curtain work competitively on fissionable material—enshrouded in secrecy. Each group eventually produces an atom bomb—one several months before the other, but both following the same procedure. If a contribution through establishing a particular fact can be made only once, the second group made no contribution. Moreover, the second group must not have been engaged in research—whatever else it was doing.

However, if the work of the second group constitutes research and a contribution so long as its members had no access to findings of the first group, then the principle of evaluation involved should apply equally to any worker, in any field, and at any point in the world. That is, if one worker does not know of the findings of earlier workers, his findings represent contributions and his work constitutes research although he may report nothing whatever that has not already been discovered. This is tantamount to saying that if the finding is new to the worker it constitutes research—regardless of whether it is new to the world. If research is defined in this way, every baby is engaged in research when he learns to walk—and progressively for several years after that. Hundreds of illustrations could, of course, be aligned in gradation between the atomic scientists and the baby.

Foregoing comments suggest that a rigid definition of "research" or "original contribution" must be confined largely to theoretical situations

—conventions, councils, or similar gatherings of research workers. From the standpoint of developing information that helps man extend his control over the universe, more will be achieved through emphasizing projects rather than definitions. This does not mean that efforts at rigid definitions or highly theoretical differentiations are worthless, but it calls attention to the pragmatic approach—what kinds of definitions and differentiations help most in expanding man's knowledge.

5. *Creativeness in research.*—Much is said about a “creative element” in research and elsewhere, although there is haze as to what creativeness means. Formulating hypotheses is probably the most creative aspect of research—whether the hypotheses relate to defining a problem, determining a mode of attack, establishing categories for data, or making deductions. Previous study supplies most of the elements of an hypothesis. Often the unique element is organization. When a new organization occurs, one has a “hunch,” “flash of insight,” or “stroke of genius.” “Thinking aside,” “intuition,” “unconscious thinking” and similar terms are also used. Socrates thought insights came from demons, and Pompilius attributed them to nymphs.<sup>1</sup> Some thinkers have attributed them to “visions” or “mysterious voices.” Oracles have played a role in some cultures—as spooks have in others. One late-medieval thinker expressed it about as follows: “Oh God, I think thine own thoughts right after thee.”

Foregoing comments imply that what occurs during the formation of an hypothesis is not well understood. To say that insights result from thinking “deep in the subconscious” adds little. Elements which enter into an hypothesis may apparently be present, but not exist at the right level of attention or have the appropriate relationships to constitute a fruitful organization. Hence it is not unusual for one worker to look upon a discovery made by another as “rather simple after all”—or to review the elements involved, conclude that he possessed them all, and wonder “why the idea did not occur” to him. This “why” is the crux of the matter.

Although existing knowledge on the mental processes involved in creativeness is inadequate, the creative process has been the subject of study. There is considerable information on the subject—to which only

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<sup>1</sup> Jacques Hadamard, *An Essay on the Psychology of Invention in the Mathematical Field*. Princeton: Princeton University Press (1945), p. 122.

brief reference will be made. An extensive background of experience in the field of work seems essential. Moreover, various factors apparently influence the availability for use at a particular moment of the different items of information which one possesses. Items recently used in thinking about a similar topic may be more readily recalled than other items, although recent use might mean that an item is recalled with the previous framework attached. "Frame of reference" could reduce flexibility for entering new combinations.

Emotional tensions may also affect the availability of one's information for creative use. Thus a person may "get a bright idea" upon relaxing—from work or other tensions. Perhaps tension "freezes" specific items of information, much as peanuts are crystallized in peanut brittle—with the possibility for contact among individual peanuts eliminated.

Some aspects of "mental set" may resemble emotional tensions. Other aspects may relate to confidence in one's ability to create, or to persistence in effort. Confidence seems more likely to yield results than conviction that one can never do anything creative—or an attitude that creative developments are foreordained and not subject to modification by human effort. But if confidence helps, what is the avenue through which it helps? How can persistence be kept from producing tensions? Some physiological functions are influenced by attitudes. We need more knowledge about the relationship of attitudes and emotions to creativeness. The same is true of fatigue.

Statistical chance also seems involved regarding which impressions from experience become associated at a particular time. If impressions are thought of as separate entities, like beads in a fruit jar—with beads of different shapes, sizes, colors, textures, perforations, etc., representing different impressions, the role of chance regarding impressions might be comparable to its role concerning which beads come in contact as the jar rotates. This role would be much the same whether fruitfulness resulted from contact between two particular items or simultaneous contact among several. If tension or other factors "caked" several items together, the caked items would have little availability for independent contact.

Probably many "flashes of insight" occur, to research workers and others, which are not utilized. Among persons with no encouragement



regarding creative possibilities, such flashes may be discarded as transient pipe dreams. Many other flashes are not utilized because no record is made at the time, and the individual is later unable to re-establish the former relationship. Although it may be inconvenient to make immediate notes, such notes seem helpful. After a flash once occurs, the individual should sense when he is again "close" to the conditions that produced it, and might focus subsequent effort on a reduced area. This is similar to puzzle-box learning by rats. After a rat opens the latch through random action, he comes to sense the area in which the fruitful act took place and begins to concentrate activity in that general area until he learns to open it without lost motion. One who makes some sort of immediate record of a "flash" can reduce the loss of insightful outcomes through two avenues. He can more readily reproduce the fruitful situation, and the recording process will likely help clarify the insight experienced.

What is said in the foregoing paragraphs, as well as much that is said by others on creativeness, involves some speculation.

6. *Creativeness in non-research areas.*—Is creativeness essentially the same in other fields as in research? The unique aspect of "hunches," "insights," etc., during which elements become fruitfully reorganized, seems much the same in the research areas noted as in creative writing, musical composition, mechanical invention, geographical exploration, landscape architecture, creative teaching, finance and investment, medical diagnosis, military strategy, or statesmanship. In each such field extensive knowledge is essential before one is likely to project beyond previous achievements. A novelist must know the essentials of a good story, and must be acquainted with the life he seeks to portray. A novel could be called an experiment in presenting a philosophy, pleading a cause, or entertaining readers. Before a landscape architect can do an "imaginative" job in his field he must know much about grasses, trees, shrubs, and flowers; about temperature and rainfall; relationships of color and line in artistic appeal; and costs involved. Before a physician can diagnose he must have considerable information about diseases, drugs, and human physiology. Creativeness in such cases is establishing relationships between accumulated information and the situation at hand. What applies to the novelist, landscape architect, or physician applies to workers in the other fields mentioned.

Does the mind of a research worker or creative artist function differently from that of a two-year-old child who figures out that his parents do not really mean what they say when they forecast punishment for certain behavior? The two-year-old already has considerable acquaintance with the disciplinary talk and action of his parents, and knows the basic facts about what he did in the immediate situation. Through intuition or a hunch he “makes a guess” as to what will happen this time.

Essentially the same processes seem to be involved in child, artist, and researcher. If so, a major difference between research and other creativeness lies in social judgment concerning results achieved. This judgment or value changes from time to time. Present-day America places more emphasis on technology and less on philosophy than did Ancient Greece—or some of our contemporaries. Courage in the face of danger is at some times accorded the social esteem of heroism—but not at other times. Since 1940 research in physical science and weapons development has risen greatly in prestige—relative to many fields of attainment.

Current social judgments thus offer a less stable basis for classifying creative efforts than the mental processes which characterize those efforts. Workers in older research fields evaluating newer areas, is part of the “social judgment” picture.

7. *Unsolvable problems.*—Comment regarding “unsolvable problems” appears at various times. Such comment is most to be expected when existing tools for investigation along particular lines have been fully exploited and the development of further information must wait on new instruments or concepts—whether a germ theory of disease, a century ago; or a complex microscope or theory of relativity in more recent times. Hence the concept “unsolvable problems” itself becomes relative—unsolvable with the information, instruments, and imagination that have been developed to date. But in view of the successive frontiers of learning that have been established during the past century, or even within the memories of persons still active in intellectual exploration, no scientist should handicap himself by assuming that the category “unsolvable problems” is stable or formidable.

8. *Education for research and other creative work.*—A major contribution of creative workers in any generation is the preparation of

younger workers to succeed them. The responsibility involved can never be on a one-to-one basis—that each present worker will train his own successor. This is partly because of change in the nature of creative undertakings in particular fields as work in those fields develops, partly because some persons who might do outstanding work themselves would be uninterested or for other reasons do a poor job in training successors whereas other persons might do a good job of creative teaching but not be particularly creative in other respects, and partly because of fluctuation from time to time in social interest concerning creative work in particular areas and in society's readiness to support it. Other factors are probably involved. Perhaps one implication of the situation described is that philanthropic associations which are dedicated to fostering creativeness in particular fields will have to carry a major responsibility for preparing new workers—through coordinating competent and willing teachers, promising learners, and necessary facilities.

A few specific items should be emphasized in preparing young workers. (1) A comprehensive social and educational opportunity for all children and youth to develop a broad base of high quality on which selection might operate, is clearly needed. (2) Attention should be given to the relationship between systematic application and relaxation, possible role of chance in relation to rich experience, inhibitive potential of emotional tensions and perhaps fatigue, and value of confidence in one's own creative potentialities—insofar as these relationships are at present understood. (3) A development of respect for creative workers in fields other than one's own should constitute part of the preparation of every creative worker. This may be the most effective way to increase the volume and quality of contributions made to different areas of civilization. (4) The social philosophy of the individual is also important—what he considers most worth while in life. Some creative workers know that the material rewards for their particular type of work are meager. Perhaps creativeness in fields of immediate material production receive greatest material rewards. Workers in other fields must apparently depend more on other rewards. If a potentially creative person realizes these facts early in life, and develops his philosophy of values accordingly, there might be less subsequent inhibition of creative effort because of frustration and dis-



appointment concerning recognition and reward for his achievements.  
(5) Young workers should also realize that it may be possible to change the scale of values that exists at a particular time.

Of course if mature workers and teachers knew more about the creative process, they could do a better job of developing children and youth along creative lines. Perhaps philosophers and psychoanalysts can make significant contributions on this problem. But if it is assumed to be an "unsolvable problem," progress will be slow.

# A Day in a French Public School

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I arrived at *Cours Primaire Complimentaire*, a public elementary school in a working-class district in Paris, at 8:30 a.m. Prior to this, I had asked an officer in the Cultural Attache's office in the U.S. Embassy to make arrangements with the French Ministry of Education for me to visit several public schools. In France one doesn't just go to the principal and ask to visit a school as we are accustomed to doing here. It is necessary to request permission from the Ministry of Education.

Just inside the door I was met by the *concierge*. I stated my business, and she escorted me to the office of *Monsieur le Directeur*, the head of the school. *Monsieur* greeted me cordially, stated that he was expecting me, and said that he would be available all morning to answer my questions and to show me what I would like to see. I asked him if he spoke English. He replied that he had studied it in school but that he could not speak it.

Viewed from the street, the school building looked like most of the others to be seen in Paris. The three-story stone structure was built around a central court which was the only play area as there was no space between the sidewalk and the outside walls. It had been built about 1890. The boy's wing included eighteen classrooms. Approximately six hundred pupils between the ages of six and fourteen were enrolled.

A full-time nurse was on duty in the health room which was adjacent to the principal's office. The room was equipped with a cot, scales, eye testing charts, desk, and a file cabinet for health records. The nurse said that a physician came to the school twice each week and that a chest X-ray of the children was taken annually. Parents of children who needed special attention came to the school to consult with the nurse and the doctor.

As a part of the health program all of the children were required to take showers at scheduled intervals. A mistress of the bath supervised this activity in the all-boys' wing for which *Monsieur le Directeur* was responsible.

There was a lunchroom on the first floor of the building where about 160 of the 600 pupils ate during the two-hour lunch period. It was equipped with benches and tables. The hot dish was carried into the room in large pails, and the food was dipped into bowls.

The school was well equipped with audio visual aids. Their equipment included motion picture and slide projectors, balopticons, radios, and even a television set.

There were thirty six-year-old boys in a primary class which I visited. Their room was in a recently remodelled part of the building. The ceiling and walls were painted in light colors; the room was comfortably warm; and the lighting system was adequate and in use. There was an abundance of blackboard and bulletin board space and an interesting variety of materials were displayed.

The plywood and metal tables and chairs were light colored and of modern design. There was shelf space for books under each table top. Two children were seated at each table.

The lesson observed was on number combinations. Each pupil had a pile of sticks, dominoes, and paper money. They arranged the sticks, dominoes, and money for each of the number concepts presented. The teacher had one pupil demonstrate how the materials should be arranged so that the others could check their work. The boys knew how to add, multiply and divide by two up to eight times two.

All of the boys responded enthusiastically and appeared to know what they were doing. There was good rapport between the teacher and the boys, but the teacher seemed to be rather tense. The presence of a foreign visitor and *Monsieur le Directeur* may have caused this apparent tenseness.

The boys wore blue *tabliers*, a bib-type apron, and turtle-neck sweaters. They appeared to enjoy demonstrating to their classmates, distributing and gathering materials, and all of the other classroom activities.

We next observed a class of thirty-five nine-year-olds. They, too, were wearing *tabliers*. The room was light, warm, and well furnished.



The teacher's desk was on a platform about fourteen inches higher than the floor. Back of the desk there was a large blackboard on which the teacher had written material prepared for the lesson. Here, as in other classrooms observed, the teacher did not erase the board but washed it with a sponge which was frequently dipped in a bowl of water kept on the desk.

She was teaching the construction of sentences of two clauses connected by *parce que*, because. After her illustrations, she had the pupils write sentences in their notebooks and read them to the class. Some of the sentences were very amusing, and the boys were enjoying the exercise. After one particularly droll statement, the teacher walked over to a little boy and hugged him.

The teacher appeared to be rather nervous. Again, this may have been due to our being in the classroom. However, pupil-teacher rapport was very good. She never spoke harshly to the class, and the children appeared to be happy and attentive. As is usually the case in French schools, work in notebooks was well organized, in ink, and very neat.

We observed classes in woodworking and metalworking. The boys taking these subjects were in the *fin d' études* section, i.e., they would terminate their schooling here and would not go on to *lycée* or *collège*. These boys had classes in the academic subjects such as geography, history, and literature as well as shopwork which was essentially pre-apprenticeship training.

A few of the items made in the shop could be used, but most of the work was on small-scale models. For example, they had made coat hangers and had constructed model frame buildings. The instructor stated that the work was planned primarily to acquaint the pupils with the different tools and materials. The boys observed in the shops were busy and interested in their work, and they seemed to be on very good terms with their instructors. However, the opposite situation was observed in another class.

A group of eleven- and twelve-year-olds in a *classe supérieure* was taught by a man who yelled and snapped his fingers at the boys. When pupils wrote on the board or stood up to recite, he shouted, "*vite, vite*," (quickly, quickly). The boys drew their lines and wrote very rapidly, and their tenseness was evident. At this school I saw only one other

teacher, a woman about fifty years old, who yelled and snapped at the children.

Though the class work in the French public schools is difficult by our standards (third grade pupils in my son's room knew the parts of speech and could classify words in sentences, for example) and much home work is required at all levels, most of the pupils I observed enjoyed their school work. The pupil-teacher relationships were with but few exceptions good.

# Denominational Schools and Colleges for White Students in the Prairie Section of Mid Alabama, 1875-1900

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There was widespread sentiment among church members that their children should be educated in denominational schools, so that they might not be subjected to the contamination of unchristian ideas and ways of life.<sup>1</sup> The churches played an active part in the early educational life of the state and continued to support both elementary and higher education. Toward the end of the nineteenth century, however, they concentrated their efforts on their colleges. The Baptists and the Methodists, which were the strongest denominations in this area, supported several educational institutions. The Presbyterians also established schools, and the Episcopalians made efforts in preparatory education. The Catholics had a school at Montgomery and one at Selma.

Marion was the Baptist educational center of Alabama, since Howard College for men and Judson College for women, both Baptist institutions, were located there. Howard College and the Judson Female Institute were both in a crippled condition in 1873. Neither had recovered from the effects of the Civil War, and the depression of 1873 multiplied their ills. Attendance was slim due to scarcity of money and the prevalence of yellow fever in the South, and all schemes to improve their condition had failed.<sup>2</sup> Burdened with debt and a small enrollment, the Baptist convention decided in 1886 to move Howard College to

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<sup>1</sup> *Minutes of the Sixty-First Annual Session of the Cahaba Baptist Association, 1878* (Montgomery, Alabama, 1878), pp. 13-14; *Alabama Christian Advocate*, August 1, 1895; *Minutes of the Montgomery Baptist Association, 1910* (Montgomery, Alabama, 1910), pp. 20-21.

<sup>2</sup> B. F. Riley, *History of the Baptists of Alabama: From the Time of their First Occupation of Alabama in 1808 until 1894* (Birmingham, Alabama, 1895), pp. 336-403, *passim*, cited hereafter as *History of the Baptists, 1808-1894*; Bigbee Baptist Association, *Minutes of the Twenty-Third Annual Session* (n.p.: n.d.).

Birmingham.<sup>3</sup> Marion received Colonel Murfee's Marion Military Institute as a consolation prize.<sup>4</sup>

College life in old Marion was quaint and charming. The Howard cadets wore uniforms<sup>5</sup> which had "a peculiar fascination for our young ladies, as it is a passport to the very best household." The Howard cadet, upon donning his uniform for the first time—

will make his first round by way of the Judson merely to survey the premises from afar. Here he will find the young ladies of that renowned institution, "hedged in," but he can view that stately edifice, and pass on, casting furtive glances at the dormitories.

He will then proceed . . . to the vicinity of the Marion Female Seminary. . . . He would be delighted to linger here, but as Prof. Legare will not invite him to enter, and will not permit him to "swing upon his gates," our young man will have to pass on . . . .

He, with his fellow-cadets, will attend church on Sunday. They will be there early, and with a half score of recruits from the town boys, will align themselves in front of the church, and await the coming of events. Presently the procession of young ladies from the schools, headed by the Presidents and Teachers will arrive, when all will pass in review.<sup>6</sup>

The life of a Howard College cadet was filled with studying Greek, Latin, logic, chemistry, natural history, applied mathematics, modern languages, and elocution. He was trained in military drill; he was active in a literary society, and he was given ample doses of religious training and discipline.<sup>7</sup>

At "the Judson" girls were offered work in four departments besides the kindergarten—the literary, music, art, and home departments. English language and literature were studied by every pupil. Latin, German, French, mental philosophy, moral science and criticism, elocution, mathematics, music, and art were important studies in the curriculum.<sup>8</sup> The art work was reputed to be especially well done.<sup>9</sup> All the pupils except Jewesses were required to attend the regular chapel

<sup>3</sup> Riley, *History of the Baptists, 1808-1894*, pp. 347, 348, 359, 366, 399, 400, 403, 438, 441; W. B. Crumpton, *A Book of Memories* (Montgomery, Alabama, 1921), p. 181; M. B. Garrett, "Sixty Years of Howard College, 1842-1902," *Howard College Bulletin* (October, 1927, vol. LXXXV, No. 4, Birmingham, Alabama), pp. 95-117.

<sup>4</sup> *Marion Standard*, August 3, 1887.

<sup>5</sup> Howard placed considerable emphasis upon military training. Garrett, "Sixty Years of Howard College, 1842-1902," pp. 96, 99.

<sup>6</sup> *Marion True Democrat*, September 12, 1883.

<sup>7</sup> *Marion Standard*, February 25, April 15, 1885.

<sup>8</sup> *Marion Standard*, April 15, 1885.

<sup>9</sup> Louise Manly, *History of Judson College* (Atlanta, n.d.), p. 65.



services every morning and evening. On Sunday they attended the Sabbath School and church of their parents' choice. No denominational tenets were made subjects of special instruction, although the whole school was divided into two classes for the study of the Bible.<sup>10</sup>

Social grace and ease were promoted at Judson by a weekly reception and "musical soiree."<sup>11</sup> An effort was made to inculcate simplicity of taste and to discourage love of display. "To promote economy and to prevent rivalry in dress," all the pupils were required to wear a prescribed uniform on public occasions.<sup>12</sup> At least in the early nineties school was not suspended during the term, not even at Christmas.<sup>13</sup> Commencement occupied a week of exercises, exhibitions, concerts, and receptions.<sup>14</sup> Joint commencements with "the Howard" were "brilliant social and intellectual occasions" of the early eighties.<sup>15</sup> So clearly, it was claimed, did Judson stamp its mark upon its students that "they have often been recognized at hotels and watering places by their sensible conversation, quiet manners, and lady-like deportment." Many postmasters used to say that they would know a Judson girl by a glance at her handwriting.<sup>16</sup>

Enrollment at "the Judson" was only 120 in 1881, 180 in 1887.<sup>17</sup> It boasted, however, a faculty of "the highest culture, both of this country and of Europe," to which it paid in salaries a total of nearly \$10,000.<sup>18</sup> The total indebtedness of the institution, amounting to more than \$12,000, was paid off by 1887.<sup>19</sup>

By 1899 Judson Institute had, according to President Robert G. Patrick, modern buildings equipped with hot and cold running water and lighted by gas. The equipment included thirty-four pianos, well equipped art studios, a new gymnasium, a bowling alley, and an excellent library. The faculty numbered twenty-six.<sup>20</sup> By 1906 Judson had 300 students, of whom 252 were boarding pupils.<sup>21</sup>

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<sup>10</sup> *Catalogue of the Judson Institute, 1892-93* (Atlanta, n.d.) p. 65.

<sup>11</sup> *Marion Commonwealth*, September 23, 1875.

<sup>12</sup> *Catalogue of the Judson Institute, 1892-93*, pp. 20, 22, 26.

<sup>13</sup> *Ibid.*, p. 37.

<sup>14</sup> Manly, *History of Judson College*, p. 121.

<sup>15</sup> Garrett, "Sixty Years of Howard College, 1842-1902," p. 99.

<sup>16</sup> Manly, *History of Judson College*, p. 65.

<sup>17</sup> Riley, *History of the Baptists, 1808-1894*, p. 377.

<sup>18</sup> *Marion Commonwealth*, January 4, 1883.

<sup>19</sup> *Marion Standard*, May 11, 1887.

<sup>20</sup> *Demopolis Dispatch*, August 23, 1899.

<sup>21</sup> *Minutes of the Cahaba Baptist Association, 1906* (Marion, Alabama, n.d.), p. 19.

The Methodist Church operated a very useful system of district high schools throughout the South. The Alabama Conference, consisting of the southern part of that state and a strip across northern Florida, reported in 1896 that its six district high schools, among them the Selma and the Montgomery district ones, “were flourishing and doing good work.”<sup>22</sup> The Methodists maintained Centenary Institute, an elementary and preparatory school, at Summerfield in Dallas County. Although in its early years this was a useful and thriving institution, by the seventies it had become very difficult to maintain,<sup>23</sup> and soon it became a local school without the sponsorship of the church.<sup>24</sup> The most important of the Methodist institutions in Alabama were Southern University at Greensboro and the Alabama Conference Female College at Tuskegee, which later became the Woman’s College of Alabama at Montgomery and afterwards Huntington College.

Southern University prior to the Civil War possessed an equipment in buildings, lands, apparatus, and libraries amounting to \$100,000 and an additional productive endowment of more than \$200,000. In the financial disasters attending and succeeding the war, the endowment fund was almost entirely lost.<sup>25</sup> With its plant and equipment still intact after the war, the University attempted to reopen on a subscription and tuition basis.<sup>26</sup> The enrollment in 1877 was only seventy-nine. This was partly due to a poor cotton crop in central and west Alabama.<sup>27</sup> The indebtedness of Southern University was gradually liquidated, and the financial condition improved somewhat. Enrollments remained small—100 in 1883, 175 in 1886.<sup>28</sup> A large proportion of these students were receiving free tuition as ministers’ sons or as prospective itinerant ministers.<sup>29</sup>

<sup>22</sup> *Minutes of the Alabama Conference of the Methodist Episcopal Church, South, 1896* (Montgomery, 1896), p. 44.

<sup>23</sup> *Minutes of the Alabama Conference of the M. E. Church, South, 1877*, pp. 22, 23; Alabama Annual Conference of the Methodist Church, *Centenary Institute Minute Book, 1840-1878* (Montgomery, 1878), p. 364, June 28, 29, 1875, pp. 379, 381, June 26, 1877, p. 386, June 24, 1878.

<sup>24</sup> *Minutes of the Alabama Conference of the M. E. Church, South, 1887*, p. 21.

<sup>25</sup> *Catalogue of Southern University, Greensboro, Alabama, 1887*, (Cincinnati, 1887), p. 36; D. P. Christenberry, *History of the Southern University, 1856-1906* (Greensboro, Alabama, 1908), pp. 28, 41.

<sup>26</sup> *Alabama Beacon*, May 6, 1876.

<sup>27</sup> *Ibid.*, January 7, 1877.

<sup>28</sup> *Minutes of the Alabama Conference of the M. E. Church, South, 1883* (Montgomery, 1884), pp. 15, 16; *Minutes of the Alabama Conference of the M. E. Church South, 1886* (Montgomery, 1887), p. 20.

<sup>29</sup> *Alabama Beacon*, September 15, 1886.

The two Alabama Conferences became in 1883 joint owners and patrons of the university, and this arrangement improved its financial status somewhat.<sup>30</sup> The 201 students who attended Southern University in 1887 were reputed to constitute the largest literary school enrollment in the state, and in that year was graduated the largest class, twenty-eight graduates, in the history of the university.<sup>31</sup> In 1887 the enrollment had dropped to 114 students, with ten faculty members. The property was valued at \$80,000.<sup>32</sup> After 1900 there were a few women students.<sup>33</sup> Fifty-five of the 124 students listed in the 1902-1903 catalogue were from Prairie Section counties.<sup>34</sup> By 1910 the university had attained a productive endowment of \$55,000, the highest since the Civil War, but little better than a fourth of what it possessed before the war.<sup>35</sup>

Scientific, classical, and philosophical curricula were offered, and a preparatory department was maintained. Mathematics, Greek, Latin, English, Bible, moral philosophy,<sup>36</sup> chemistry, French, German, natural philosophy (largely physics), astronomy, a little bookkeeping, psychology, and penmanship were included in the curricula.<sup>37</sup> Special emphasis was placed upon religious training. Not only was the Bible taught as a text, but the president delivered lectures on "Christian Evidence and Natural Theology." Twice a week special religious services were conducted by the students. The Young Men's Christian Association was also active in the religious life of the university.<sup>38</sup>

The two literary societies, the Clariosophic and the Belles Lettres, occupied an important place in the life of the college. They maintained their own libraries, competed at baseball, held regular meetings every Saturday, commemorated their anniversaries by orations and public debates, and held a joint debate during commencement week. On another evening of commencement week two speakers representing the

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<sup>30</sup> *Catalogue of Southern University, 1902-1903*, p. 35.

<sup>31</sup> *Alabama Beacon*, August 16, 1887; *Minutes of the Alabama Conference of the M. E. Church, South 1887*, p. 22.

<sup>32</sup> *Minutes of the Alabama Conference of the M. E. Church, South, 1889* (Montgomery, 1890), pp. 14, 27.

<sup>33</sup> *Southern University Bulletin*, April 1, 1910, pp. 79-91.

<sup>34</sup> *Catalogue of Southern University, 1902-1903*, pp. 50-53.

<sup>35</sup> *Southern University Bulletin*, April 1, 1910, p. 21.

<sup>36</sup> Moral philosophy included logic, political economy, Christian ethics, empirical psychology, Alexander's *Evidences of Christianity*, and Butler's *Analogy*.

<sup>37</sup> *Catalogue of Southern University, 1887*, pp. 3, 14-19.

<sup>38</sup> *Catalogue of Southern University, 1902-1903*, p. 37.

two societies competed in oratory for the \$25 gold medal awarded jointly by the societies.<sup>39</sup> It was stated in the catalogue that "The Faculty of the University have a high appreciation of the art of public speaking, and do all within their power to cultivate chaste and natural oratory."<sup>40</sup> The university offered the Bachelor of Philosophy, Bachelor of Science, Bachelor of Arts, and Master of Arts degrees. Before any degree was conferred, the applicant had to present "a well-written essay on some literary or scientific subject, and may be required to deliver an oration on Commencement Day, at the option of the Faculty."<sup>41</sup>

Tuition per semester in 1887 was \$25, board in the dormitory with fuel and lights, \$8.50 to \$9.50. The university estimated the whole annual expense of a student boarding in the dormitory not to exceed \$160.<sup>42</sup>

Twelve faculty members were listed in the 1902-1903 catalogue, including eight professors, two tutors, and two laboratory assistants. The following degrees were represented; one D.D., two B.S., one A.M., two A.B., one Ph.D., and one A.M., Lit. D.<sup>43</sup> Students with certificates from accredited high schools were admitted without examination, but other applicants were required to take entrance examinations.<sup>44</sup>

Southern University was moved in 1917 from Greensboro to Birmingham and consolidated with Birmingham College of the North Alabama Conference to form Birmingham-Southern College.<sup>45</sup>

The Methodist college for women in Alabama grew out of the Tuskegee Female College, founded in 1854 at Tuskegee. After it became embroiled in financial difficulties, the Alabama Conference took it over in 1872-73 and renamed it the Alabama Conference Female College.<sup>46</sup> In 1889 there were 203 students enrolled, many of them in the elementary and preparatory departments,<sup>47</sup> and there were thir-

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<sup>39</sup> *Catalogue of Southern University, 1887*, p. 31; *Alabama Beacon*, June 4, 1889.

<sup>40</sup> *Catalogue of Southern University, 1887*, pp. 32-33.

<sup>41</sup> *Ibid.*, pp. 31-32.

<sup>42</sup> *Ibid.*, p. 28.

<sup>43</sup> *Catalogue of Southern University, 1902-1903*, p. 6.

<sup>44</sup> *Ibid.*, pp. 10, 11.

<sup>45</sup> W. P. Dow, *A History of Birmingham-Southern College*, (n.p., n.d.).

<sup>46</sup> John Massey, *Reminiscences* (Nashville, Tennessee, 1916), p. 284; *Minutes of the Alabama Conference of the M. E. Church, South, 1870* (Montgomery, 1871); *Minutes of the Alabama Conference of the M. E. Church, South, 1873* (Montgomery, 1874), p. 21.

<sup>47</sup> Massey, *Reminiscences*, pp. 311-313.



teen teachers. The library boasted a collection of 3,000 volumes; the school property was valued at \$75,000.<sup>48</sup> This college remained at Tuskegee until 1909, when it was moved to Montgomery and, with additional endowment, became the Woman's College of Alabama. Contributions from John J. Flowers estate, the city of Montgomery, and the two Alabama conferences, and land from J. G. Thomas made possible the establishment of the Woman's College at Montgomery.<sup>49</sup>

President John Massey's explanation of why the college had to be moved from Tuskegee is a revealing commentary on changing social economic, and educational conditions in the state:

During the last years of my administration I began to see that the college would have to be moved from Tuskegee if it was to be maintained as an educational plant adequate to the demand of the times. Great changes had occurred since the Tuskegee Female College was founded, in 1854. Then there were no centers of population north of Mobile much larger than Tuskegee. Then the population of the State consisted mainly of country people who lived on their plantations. Beyond the boats on the rivers, their means of travel were horses, buggies, carriages, and spring wagons. It was considered a small matter to go a hundred miles through the country to take a boy or girl to school. The war completely changed the status of plantation life. Railroads brought about new and rapid modes of travel, built up new centers of population, and concentrated business in points favorable to trade. The whole commercial condition of the State had undergone a marvelous transformation; and the educational conditions had also changed, if possible, more than the material. Now, in the second decade of the twentieth century, public schools are doing the work of elementary education in every community. Town, city, and country high schools are doing much of the work that the college in Tuskegee formerly did. The time came when there was little left for the college to do below the field of collegiate education. This grade of work cannot be done without ample endowment, unless generously supported by the church or by the State. No institution can stand against the changing currents of popular sentiment any more than a house can stand against the shifting currents of the Mississippi River. The old order has passed away.<sup>50</sup>

The Episcopalian effort at sectarian education in the section was Hamner Hall, a "collegiate boarding school for girls."<sup>51</sup> Although it

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<sup>48</sup> *Minutes of the Alabama Conference of the M. E. Church, South, 1889*, pp. 14, 27.

<sup>49</sup> Massey, *Reminiscences*, pp. 313-314. The name was later changed to Huntington College.

<sup>50</sup> *Ibid.*, pp. 311-313.

<sup>51</sup> *Alabama Beacon*, July 14, 1882; *Montgomery City Directory for 1880-1881*, p. 83; *Centennial Celebration of the Episcopal Diocese of Alabama, 1831-1931* (Mobile, 1931).

remained in a struggling financial condition, the school apparently furnished a "refined and ladylike" atmosphere in which pupils from "among the best people" might pursue the three levels of the primary, preparatory, and collegiate departments.<sup>52</sup> Hamner Hall was maintained during the eighties, but in 1891 was leased to Professor Starke.<sup>53</sup> Thus the Episcopalians retired from the educational field in the Black Belt, although they retained their Noble Institute for "young ladies" at Anniston.<sup>54</sup>

"The Cedars," the Collegiate Institute in the charge of the Catholic Sisters of Mercy was a boarding and day school at Selma. A "select school for boys" was attached to the Institute.<sup>55</sup> At Montgomery there was the Academy of Saint Mary of Loretto, maintained in conjunction with the Catholic cathedral.<sup>56</sup>

The numerous "female colleges" dotted about the country were not so much an indication of the widespread distribution of higher education as they were of the serious deficiency of lower education. Most of them had primary and preparatory departments even when they offered work that might be construed as collegiate in rank. In the Section there were the Montgomery Female College,<sup>57</sup> the Greensboro Female College,<sup>58</sup> and the Union Springs Female College.<sup>59</sup>

A great many young men and women from this area attended college. Numbers of them went to local colleges or the University of Alabama; some attended the University of Virginia or other colleges admired in this section.<sup>60</sup> There is a general impression that a larger proportion of white people attended college from the Prairie Section than from the other parts of the state. There is some evidence to substantiate this idea, but it would be difficult to prove statistically. The background of wealth and such culture as wealth engenders, which

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<sup>52</sup> *Alabama Gazetteer and Business Directory*, 1884-85, p. 491.

<sup>53</sup> Protestant Episcopal Church, Diocese of Alabama, *Journal of the 53rd Annual Convention*, 1884 (Union Springs, 1884), p. 62; *Journal of the 61st Annual Council*, 1892 (Mobile, 1892), p. 65.

<sup>54</sup> Protestant Episcopal Church, Diocese of Alabama, *Journal of the 73rd Annual Council*, 1904 (n.p., 1904), pp. 38, 63.

<sup>55</sup> *Selma Weekly Times*, August 30, 1894.

<sup>56</sup> J. M. Dewberry, *Alabama School Directory* (Montgomery, 1895).

<sup>57</sup> *Bulletin of Montgomery Female College*, 1880 (Montgomery, 1880).

<sup>58</sup> *Alabama Beacon*, August 7, 1888.

<sup>59</sup> *Union Springs Herald*, June 29, 1887.

<sup>60</sup> *Livingston Journal*, October 6, 1876, May 28, June 18, 25, July 2, 9, October 8, 1880, June 18, 1895.

probably had been more widely spread than in poorer white sections of the state, was not entirely destroyed by the Civil War. North Alabama had suffered more severely in the Civil War, and there was a certain degree of recovery in the Prairie Section by 1880. During the eighties and nineties, at least, its people more probably were financially able to send their children to school than were many people of the other sections.

## Our Language

Are we who love English more than any other language sufficiently cognizant of and grateful to the sources of our sensitiveness to its music? How is it that we thrill equally to "the multitudinous seas incarnadine" and the more home-spun "I know a bank whereon the wild thyme grows?" Why are we who love Shakespeare glad to read him still, many a year after our first experience in his company? Why is it that as students we were enabled really to delight in contact with his mind and heart when so many of our age and condition thought only of the hardships of term papers?

The answer is that it was not alone the mysterious force of a spiritual relationship that drew us to Shakespeare. Just as compelling is the fact that, through conscientious and increasingly genial association with words, taught us in the most vital way possible, by the most appropriate, insinuating and gracious method man has devised, we were made alive to the "winding bouts" and "linked sweetness" of variegated English.

To be specific (not "fantastic," though it may seem that to many): in the acquirement of *intimacy with Latin* we had been (without realizing it) gently taken by the hand and ushered in through the portals and upon the threshold of English. Our minds had become furnished with a priceless store which gave us strength not to shy like spirited animals, or like present-day college students, at words in whatever degree off the elementary household track, and provided us with receptive ears for more and more of the "whispers of fancy."

For surely there is nothing truer than that without plentiful word-consciousness imagination stops dead, does not extend in time or space. Shakespeare is not so much as sounding brass for the linguistically cramped people who have labored in his vineyard.

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# Personality Factors and College Attrition

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“With the rising tide of the college-age population . . .”

Educators have heard these words echo many times in recent months. The usual conclusion is that, “. . . our colleges will soon be flooded!” But a similar population growth in the 1830’s did not significantly increase college enrollments. Might it be possible that the prosperity which we will probably continue to enjoy for the next generation will provide opportunities for college-age persons without their having to complete work toward the degree?

“Why, in such prosperity,” students ask, “do I need a college degree?”

Notice, students are often quite candid in their distinction between receiving a degree and getting an education. . . . The degree they recognize as a passport to employment.

One form of college attrition is the discontinuance of all higher education. A second form, the one which serves as the basis for this study, is the discontinuance of education at one college. And a third, more disastrous form of attrition, is that which occurs among students who continue in college but fail to optimize their abilities.

“How many students have you this semester?” Professor Smith asks his colleague.

“Oh,” replies Professor Jones, “about five percent!”

The under-achiever and under-aspirer, as forms of attrition, must receive careful consideration.

Intellectual achievement is an obvious factor in the prediction of college attrition. The national administration of achievement tests facilitates our study of this variable. Personality factors also suggest avenues for research. Holding achievement constant, we may compare



those who leave college with those who continue.

Earlier studies by the author led to the hypothesis that students who valued both independence and responsibility would be more apt to continue their education while students who were dependent and irresponsible would be most likely to leave college.<sup>1</sup> As a corollary, it was predicted that those who were most independent and responsible would be least anxious.<sup>2</sup>

### Procedure

The MMPI scales reported by Taylor<sup>3</sup> and Gough, *et al.*,<sup>4</sup> provided excellent tests of our hypotheses. The Taylor Manifest Anxiety Scale has become so prominent in recent psychological research that it needs no elaboration. Gough's scales measuring dominance and responsibility are less well-known. The dominance scale was considered an adequate measure of the degree of *independence* valued by a student. Overlapping items were eliminated from the scoring of the MMPI. Scores on all three scales were found to be normally distributed for the students tested.

Students in the class of 1959 received the ACE upon arrival at the college. The class of 1960 took the SAT as a partial condition for admission.

The class of 1959 numbered 267 students who took all tests and 1960, 269. Every student who withdrew from college, for whatever reason, was considered in the attrition group. A total of 107 from both classes withdrew before April, 1957. A control group of 107 students who continued was matched with the attrition group with regard to ACE or SAT scores.

As a measure of men's participation in college life, the list of men who won freshman athletic numerals or sophomore varsity letters was used. Since the AFROTC program was voluntary at the college, con-

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<sup>1</sup> H. A. Grace, "A teacher-centered theory for education." *Peabody Journal of Education*, 1955, 32, 273-281; "Confidence, redundancy, and the purpose of communication," *Journal of Communication*, 1956, Spring, 16-23.

<sup>2</sup> H. A. Grace, "The self and self-acceptance." *Educational Theory*, 1953, 3, 220-234.

<sup>3</sup> J. Taylor, "The relationship of anxiety to the conditioned eyelid response." *Journal of Experimental Psychology*, 1951, 41, 81-92.

<sup>4</sup> H. G. Gough, H. McClosky, and P. E. Meehl, "A personality scale for dominance." *Journal of Abnormal and Social Psychology*, 1951, 46, 360-366; "A personality scale for social responsibility." *Op. cit.*, 1952, 47, 73-80.

tinued membership was scored as a measure of participation. The various smaller clubs and sporadic experiences were not considered.

## Results

*Sex differences.* Men of the class of 1959 were significantly less independent (dominant) than men or women of the class of 1960 or than women of the class of 1959 (.01). Women of the class of 1960 were most responsible (.05), women of 1959 and men of 1960 next (.05), and men of 1959 least responsible. Differences in ACE and SAT scores were not significant.

*Attrition-control group differences.* The groups were matched on both verbal and mathematics achievement scores. The control group earned more college credits in both classes (.01). The men's control group contained 32 athletes while the attrition group had only 9. Nineteen in the control group were in AFROTC, but only seven in the attrition group. For the women, the control group appeared to be significantly more responsible (.05) and less anxious (.01) than the attrition group.

*Quadrant differences.* The data may be analyzed according to the students' scores on the scales of dominance (independence) and responsibility. Table 1 presents the percentage of students in each quadrant who withdrew from college. Independent-responsible students were least likely to withdraw. The bulk of those who withdrew were both dependent and irresponsible. Men in athletics tended to be independent but irresponsible. Men who chose and continued in AFROTC during the first two years were more independent than the average.

Independent-responsible students were significantly less anxious (.01) than dependent-irresponsible students, (in fact, independent-responsible women were significantly least anxious when compared with all quadrants.) High verbal and mathematics achievement scores paralleled this finding (.05). The degree of responsibility alone accounted for the significantly greater credits earned (.01).

## Discussion

Two hypotheses stimulated this study. First, that independent-responsible students would be least likely to drop out of college and

dependent-irresponsible ones most likely to leave. The data reported in Table 1 confirm this hypothesis. However, the data comparing the attrition and control groups indicate that only the women who stayed in college were more responsible. High scores on achievement tests are closely associated with the traits of independence and responsibility. Therefore, the confirmation of this first hypothesis is related to the fact that much attrition could be predicted from achievement test scores. A measure of IQ may be less confounded with motivational factors, but achievement tests seem to include the assessment of independence.

The second hypothesis predicted that independent-responsible students would be least anxious. The comparison of quadrants confirms this. Low manifest anxiety appears equivalent to high independence and high responsibility. High manifest anxiety is a general trait which implies a whole range of behaviors.

Since women appear to be both more independent and more responsible, social relations among members of these college classes may be strained.

A chicken-egg question arises with reference to the fact that men who continue in college are more likely to have earned athletic awards or to be members of the AFROTC. The data do not indicate whether such men go out for these activities or whether these activities maintain the men's interest in college.

For purposes of finer discrimination, the data may be classified by octants suggesting these hypotheses:

1. Attrition increases as anxiety increases in the order: independent-responsible, independent or responsible, independent-irresponsible or dependent-responsible, dependent, or irresponsible, and dependent-irresponsible.
2. Independence (dominance) appears to be the factor in high verbal achievement scores and interacts with responsibility to produce high mathematics achievement.

### **Conclusions**

The personality factors of independence, responsibility, and anxiety relate to college attrition. With this knowledge we have the following alternatives. First, we may admit only those students whose personali-

ties demonstrate great likelihood of their college graduation. Or, we may continue to admit students without regard for the probability of their graduation. Third, we may consider personality factors as indicative of graduation potential, and counsel anxious students in the direction of greater independence and responsibility.

The first alternative, which may become reality with the nation-wide application of achievement tests to college admissions, can be a blessing and a curse. Colleges might focus upon finer and higher selection criteria at the expense of their educational programs (as “big-time” college athletics understandably sacrifice coaching ingenues to recruiting allstars). For instance, if we were to control for the selectivity in admissions among colleges, would the graduates of highly selective colleges still score higher on the Graduate Record Examinations (and reach greater positions of status in the post-college world) than graduates of less selective institutions? If, after holding selective admissions constant, we found no difference between graduates, we should then question if we perhaps rate colleges upon their in-take rather than upon their educational in-put or out-put.

Continuing to admit students without regard for the likelihood of their attrition wastes valuable teaching resources. It wastes the manpower of the student. And it contributes toward that unknown number of Form Three Attritioners—under-achievers and under-aspirers. Ignorance is not the answer.

This study does not argue that personality factors be used as admissions criteria. It suggests that personality factors could be so used, and cautions against their misuse. Most of all, it implies the need for future research to answer: How may personality factors of dependence and irresponsibility be altered so as to reduce all forms of college attrition and so to optimize the nation’s human resources?

**Table 1**

The percentage of students who withdrew from college  
in each personality quadrant

	MEN		WOMEN	
	Dependent	Independent	Dependent	Independent
Responsible	26	15	16	08
Irresponsible	35	21	23	20



# That First September

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Crisp September comes again as August perishes. A new liveliness pervades the atmosphere. The sparkling days grow shorter, a touch of chill is in the air at sundown. Swimming pools, public parks, and summer camps lie deserted as millions of youngsters troop back to school, and thousands of neophyte teachers join the veterans to provide instruction for them.

That first year of teaching! The twenty-two-year-old male basks in glorious authority as he is addressed as "Mr." Only a few weeks before he had been plain Jim or Jack resting on the family porch and vaguely wondering about it all. But now people around here evidently think he knows something! The twenty-two-year-old girl experiences similar emotions as her breathless charges chatter excitedly around her on the playground. Her parents had always seemed to doubt her ability to manage her own affairs, and now she realizes with a sense of pride she has a score and a half of children entrusted to her care.

But hard work and nervous agitation as well as joy and pride form part of that first September. The jittery preparation for an uncertain tomorrow, the awkward silence that falls when one doesn't know what to say, the embarrassment of having made a mistake in a problem, the irritating snicker that might have come from any corner of the room, the defiant boy who refuses to obey orders—such scenes may dim that first September and make the beginner wish he had studied for some other profession.

Is there anything that the experienced teacher can say to the beginning teacher that will ease the fret and anguish of the start? Since teaching is such a personal thing, an art like painting or sculpture or poetry in which one must painfully grope for an individual style through trial and error, one realizes that the beginner in the final analysis must solve his problems for himself or not at all. Still it seems there are a few things that one who has gone through this September ordeal can

say to the novice that will be of assistance. At least it's reassuring for the newcomer to know that tens of thousands of other beginners have stumbled and blundered down the same way and have still wished to continue teaching.

One might commence by telling the beginning teacher not to imitate the teaching methods of his instructors in college. He will naturally be tempted to do this since his college professors were the last teachers he had a chance to observe. But high school and grade school youngsters would never stand for that! Actually, of course, the beginning high school or grade school teacher will be instructing young persons whose attention span is limited and whose concentration can be broken by any of a dozen classroom accidents that older persons would allow to pass unnoticed. The mispronunciation of a name may send them off into gales of laughter, and a passing fire engine may well disrupt class. No place here for anecdotes of research, extended qualifications of points, detailed analysis, or prolonged lecturing of any kind. If one does these things, a restless boy in the back row will begin to wonder what will happen if he gives his companion a resounding thwack on the muscle. A few more minutes of talk and he will make the experiment.

Now there isn't anything particularly vicious or depraved about these youngsters. They just aren't physically ready to sit for long periods in silence or to feign attention when they do not feel like giving it. Their lessons must be short and simple and lively with plenty of chance for group participation. To rail at them for not having the characteristics of persons four or five years older is the sheerest kind of nonsense. And one more word about imitating college professors. Like their teaching methods the jokes of college professors don't seem to transfer very well either!

A second major bit of advice to beginning teachers is also simple enough. It might be phrased thus: Don't be frightened by your errors. In the complex business of the classroom the teacher is going to make boners, most of which will slip by unnoticed, but some of which will be pounced on gleefully by the students much to the teacher's chagrin.

Many were the hands that waved in the air during my first year of teaching. As little faces quivered in excitement and little bodies wiggled

in eagerness, earnest young voices rose to set me straight on point after point. I can hear them yet: "You left the *r* out of *Marjorie*." "Mr. Coard, you just misspelled Philippi on the blackboard." *Because* is not a coordinating conjunction. It's a subordinating conjunction."

Sometimes the beginner wonders whether he ought to be a little evasive rather than to acknowledge his ignorance openly. He might as well confess his mistakes though since he is not likely to deceive the class anyway. I can remember one of my elementary schoolteachers, a woman quite shaky in arithmetic, who explained her errors by saying she merely gave the wrong answer to test us, but that struck us as pretty thin stuff even in the seventh grade. All in all, a teacher doesn't lose anything by confessing that he was mistaken. Indeed students are likely to be fond of a teacher who submits to their instruction gracefully, provided they don't have to correct him too often.

To the first don't be afraid, one might add another. Don't be afraid of the great silence. By the great silence, I mean that haunting stillness which the beginner dreads will fall on the classroom when he has no more notes to read, no more explanations to give, and no more questions to answer. Must he falteringly say, "Study your lesson for tomorrow now," or beg again, "Doesn't anybody have a question?" In his gloomy visions the beginner imagines the great silence will turn him into an abject clock watcher, yearning for the release afforded by the class bell.

If one has prepared his assignments though, both the one for today and for tomorrow, such fears will prove groundless. In the work for tomorrow one must give numerous directions and qualifications and point out the sources of potential errors. Such explanation will probably use a sizable portion of the class hour. If the work for the current day has been thoroughly prepared by the teacher (and somewhat less thoroughly by the student), chances are there won't be enough time to get through it all.

Then, too, the novice should realize that as a beginner he possesses certain assets. True, he can't supply the valuable asides and the well wrought illustrations that one perfects in years of teaching. On the other hand, he is less inclined to become lost in the mazes of digression. Some older teachers, it must be confessed, grow so garrulous about the

trivial that essential matters are often summarily treated if they are reached at all.

A second and much more important asset that the beginner will probably soon acquire is boundless enthusiasm. Generally, he'll find in teaching that outlet for expression and creativeness he's been seeking, and he'll become excited over the prospect. In spite of the misgivings of his elders, he's likely to make a rash frontal assault on the citadel of ignorance that may well carry the day when more cautious measures might fail. As the beginner grows more absorbed in the stimulating game of meeting classes, he'll have forgotten all about the existence of the great silence that haunted his first classroom hours.

Just one more don't. Don't make any remarks that might reflect on anyone in the town or school. This is more than an admonition to avoid malicious gossip, for the most innocent (and accurate) remarks might be misconstrued and resented. Since the beginner often starts his career in a small town in which everyone is acquainted with everyone else, he ought to be doubly careful. I know only unexpected good luck prevented me from asking a landlady about "the odd-looking old man who lives down by the school." I'm glad I didn't. The odd-looking man was her uncle!

At the school too the beginner ought to tread circumspectly. As yet he does not know what teachers love each other and what teachers do not love each other. Best to be courteous and fair to the whole staff, in the beginning and throughout one's school career. Above all, the beginner teacher shouldn't tell the other teachers and the townspeople how things are done in St. Louis, Baltimore, and Chicago, especially if things are done decidedly better in St. Louis, Baltimore, and Chicago. Comparisons are odious.

A talk to a beginning teacher might well end with a bit of positive advice: Study hard. With a look of wonder on their faces, beginning teachers generally tell their former instructors, "You know I never really learned anything about that subject until I started to teach it." This is as it should be.

Of course, they actually picked up a certain background in college in the subject, but in the classroom they usually played a comparatively passive role, much like that of an outfielder in a baseball game. Now



and then, it is true, they were required to catch a fly or field a grounder, so to speak, when the professor asked them a question, but often they were mere spectators. As teachers, however, they are forced to take a more active role. Instead of resembling an outfielder they are now like the ever-laboring pitcher, who is always winding up or conferring with the catcher or throwing to first base to trap a runner. Like the pitcher too, one might add, the beginning teacher also runs the risk of being hit occasionally by a sizzling line drive just when he thought he had thrown a strike.

“When won’t I have to study before going into class?” the beginner sometimes plaintively queries. I am afraid that one would have to answer that with a quotation I saw inscribed on a grade school, the letters of which were beginning to fade, but which certainly deserved retouching, since its old-fashioned didacticism provides excellent advice: “He who dares to teach must never cease to learn.”

# Education: A Riddle

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Education has been a riddle for centuries. To evidence this fully, some rainy afternoon parade by the neatly-stacked sentinels of a dimly lit library in search of an idea or interpretation of education. Or ask the man in the street, the butcher, the baker, the candlestick maker, and even the man in the grey flannel suit their views on education. In the first case, alert eyes will see dusty volumes of "sound and fury signifying nothing." In the latter case, tuned ears will receive individualistic mumbling and jumbling.

In this view, the riddle of what is education seems to be left either totally unanswered or grossly abused since the beginning of time. And since the majority of us are neither wise nor foolish enough to attempt to solve this riddle, it becomes necessary to proceed in a cautious manner in order to define education, and to discover its ideas and its ideals.

However, it is the hope that this article will be read in the spirit suggested by Sir Francis Bacon in his essay *Of Studies*: "Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider."

First, let us consider education as a function of society dedicated to provide for the existence, development and perfection of that society, and to provide the highest mode of life, the highest development and self-realization of its members. It is in this function that education should seek to lead the child in each period of life to acquire experiences, and to work these experiences over into usable knowledge.

If this be the case, then education should include: (1) physical education, which has to do with the body, (2) intellectual education, which has to do with the thinking and knowing powers of the mind, and (3) moral education, which has to do with character-building.

In the second consideration of solving this riddle of what is education, it is discovered that in both its theoretical and practical aspects, education expresses the ideas of society at some given period in time

either consciously with a clear design, or half-consciously with a hidden and confused purpose. Its basic philosophy, its social objective, and its program of instruction reflect in varying proportion, the experiences, the conditions, hopes, fears, and aspirations of a particular people at a particular point in history. To cite examples: the program of education and its ideas assumed one form in ancient Greece, another form in China in the days of Confucius, another in Medieval times, another in Japan after the Russo-Japanese War, another in Nazi Germany and Fascist Italy, and yet another form in Egypt under Nasser.

It then should be apparent that from early times to the present, people have identified education with the advance of civilization. Even during our own colonial days, as people struggled to survive in a strange land, they nurtured this faith. Those who were charged with the task of shaping educational ideas began with an examination of the society to be served. They surveyed the natural surroundings, the major trends and tensions, the controlling ideas, values, and interests. Also, the founders of our Republic believed that the strength of a new nation would depend on the spread of learning and enlightenment. "If the condition of man is to be progressively ameliorated, as we fondly hope and believe," wrote Thomas Jefferson in 1818, "then education is to be the chief instrument in effecting it."

Now that the functions of education and its ideas have been presented for consideration to solve this centuries-old riddle, the final presentation is centered around the following list of the five ideals of education:

1. Young people with a respect for human personality.
2. Pupils having a mastery of the tools of learning, and a mastery of as much of the social heritage as each has time and ability for.
3. Pupils who have self-discipline and who have concern for the general welfare.
4. Persons who have the ability to think for themselves.
5. Young people who take the promotion of an improved society as one of their aims of living.

Before discussing each of the above ideals, the reader should realize that in order to attain these goals, children must live in a society which will induce their growth. They need a healthful and happy home where

they are managed with affectionate firmness. Nothing can take the place of a good home. Here, for the first few years, the family is almost the entire world of experience for the child. Thus by the time the school assumes control of the child's learning, he is already a person whose previous experiences have resulted in the formation of attitudes, values, and overt behavior patterns. It is no wonder that the family and the home are sometimes called, "the cradle of human personality." Consequently, if the school is to be somewhat successful in its share of the educative process in reaching these ideals, it must be able to build upon a foundation begun in the home.

Then, in recognizing the home as the starting point in the education of the child, let us proceed to discuss the above listed ideals.

1. Young people with a respect for human personality.

If education is to be successful in attaining its ideals, the principle for human personality must be acted upon first. Instead of letting the child follow his own whims and caprices, educators should treat him so that the best in this nature may develop. This primary responsibility lies with the teacher. The son of the poor man should then be treated with as much consideration as the son of the rich man. Children of different races or creeds should meet no discrimination. Though it may appear difficult, the teacher should work to build mutual respect and complete understanding in this important area.

Every child should be helped to do things at which he can succeed. He must not get the idea that success in everything is easy of attainment. At this point, the following words of Alfred North Whitehead found in *The Aims of Education* come to mind: "In education, as elsewhere, the broad primrose path leads to a nasty place." Also, in this same work of Dr. Whitehead and in this same trend of thought, he said, "There is no royal road to learning."

2. Pupils having a mastery of the tools of learning, and a mastery of as much of the social heritage as each has time and ability for.

Children should leave school realizing that education is a continuous process. Importantly, they should leave school KNOWING something. Those Army inductees of our generation who were classified "illiterates" are the results of the KNOW-NOTHING class. This was inexcusable. Who was responsible for this? The parents? The



teachers? The principals? The superintendents? The boards of education? Or the illiterates themselves?

However, we must now see that it is the teacher's business to interest children, if possible, in what they need to know. Of course, it is not possible to interest all children all the time in everything they need to know, but it is the better teacher who will come nearer to doing this. Perhaps, by using extrinsic motivation and sometimes coercion, the teacher can reach this ideal.

3. Pupils who have self-discipline and who have concern for the general welfare.

Children should learn to take turns, to play fairly, to share their experiences. Children in the lower grades can begin discussing and deciding questions which involve their group welfare. For example, the problem of where roller skates may be used, and where their use is dangerous. This type of discussion must always be led by the teacher and any decisions reached must be made in the interests of all.

In the higher grades, mock elections, visits to the historic landmarks in the area, lectures by people of the community, are some of the numerous devices to cultivate a concern for the general welfare.

4. Persons who have the ability to think for themselves.

Young people need to become as independent as possible in their thinking, to learn how to arrive at truth, to be able to use the scientific method, and to withhold judgment until all the facts are in. In a school where personality is respected, there should not only be the freedom to discuss the controversial issues of the moment, but also respect for opinions of other than one's own must be engendered.

Moreover, the opinion of the expert and of anyone who has really studied a problem, and of people with talent for ability in any line, must be appreciated and acknowledged in schools.

5. Young people who take the promotion of an improved society as one of their aims of living.

Since young people need a great and ennobling goal for which to work, they should be convinced that man is more than a two-legged animal. They must see that if man wishes to live as man should live, it can only be accomplished through mutual endeavor. If this is suc-

cessfully done, the promotion of social progress can be speeded up and man will attain it without so much suffering.

As an afterthought, let us briefly consider the following words of H. G. Wells: "Human history is more and more a race between education and catastrophe." Then, in view of the attempt to solve the riddle of what is education, its ideas, and its ideals, this time-worn passage of Wells could perhaps be supplanted with the following reflection: *Education is winning the race in human history and there shall be no catastrophe.*

# George Peabody College for Teachers

## CALENDAR FOR ACADEMIC YEAR 1957-58

### FALL QUARTER 1957

September 18, 19, 20, 21, Wednesday,  
Thursday, Friday, Saturday ..... Freshman Orientation  
September 23, Monday ..... Registration  
September 24, Tuesday ..... Classwork begins  
September 30, Monday ..... Last day to register for fall quarter  
November 4, Monday ..... Second term begins  
November 28, 29, 30, Thursday, Friday,  
Saturday ..... Thanksgiving Holidays  
December 14, Saturday ..... Fall quarter ends

### WINTER QUARTER 1957-58

December 30, Monday ..... Registration  
December 31, Tuesday ..... Classwork begins  
January 4, Saturday ..... Last day to register for winter quarter  
February 3, Monday ..... Second term begins  
March 13, Thursday ..... Winter quarter ends

### SPRING QUARTER 1958

March 17, Monday ..... Registration  
March 18, Tuesday ..... Classwork begins  
March 22, Saturday ..... Last day to register for spring quarter  
April 21, Monday ..... Second term begins  
April 22, Tuesday ..... Last day to register for second term  
May 30, Friday ..... Commencement

## PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

JULY, 1957

*Booknotes Committee:* Susan B. Riley, William A. FitzGerald, and Norman Frost, Chairman.

*Secretaries to the Committee:* Dolores Lane and Shelby Cashion.

*Annotators for this issue:* Jack Allen, A. Edwin Anderson, Harold Benjamin, Martha Bishop, Robert Bjork, Myrtle Bomar, H. C. Brearley, John E. Brewton, James W. Brittain, Frances Neel Cheney, Beatrice Clutch, Kenneth S. Cooper, Rue Cromwell, Robert A. Davis, Norman Frost, D. W. Goddard, Tom Griffith, Nicholas Hobbs, James Hymes, Ada McCaa, Margaret E. Newhall, Jewell Phelps, Felix C. Robb, Anna Loe Russell, Philip Slates, Vernon Taylor, Robert Polk Thomson, Robert S. Thurman, Ned Warren, Arville Wheeler.

### Arts

CHENEY, SHELDON. *A New World History of Art*—college edition. Dryden, 1956. 676p. \$8.50.

This is an excellent book—the reproductions and text are both illuminating and interesting. It is one of the best general art histories I have seen.

### Children's Literature

ADAMS, DOROTHY. *Cavalry Hero: Casimir Pulaski*. Kenedy, 1957. 190p. \$2.50.

The exciting story of the young Polish revolutionary who came to America to assist the patriots in the American Revolution. Children who love battle stories will find this of more than routine interest. Illustrated.

AHRENS, HERMAN C. *Give and Take*. Friendship, 1956. 163p. \$2.50.

The adjustments of people of different nationalities make up the account of this summer camp. Having only their church background in common, they learn to work together and to hold a common purpose. High School Readers.

ARDIZZONE, EDWARD. *Tim All Alone*. Oxford, 1957. unp. \$2.75.

A new Tim story with all the delightful Ardizzone flavor and illustrations of the earlier books. A welcome addition for all Tim fans and Ardizzone collectors.

BENDICK, JEANNE. *What Could You See?* Whittlesey, 1957. 31p. \$2.00.

Following the imaginative bent of almost any child, Jeanne Bendick tells him what he could see if he were on a desert island, a ranger, flying through space, a farmer, a prospector, or a hunter, and accompanies the text with pictures of just the sort of animals, fish, vegetation which he would see, but suggests that the same sort of things can be seen at home if one is willing to look.

BEST, ALLENA, (Erick Berry, pseud). *Horses for the General*. Macmillan, 1957. 191p. \$2.75.

Good reading for the 10-14-year-old boy of Lem Devries and his adventures with the Revolutionary army in New York state, by an author who is well-known for his stories of the early days in this part of the country.



BLOCH, MARIE HALUN. *Marya*. Coward, 1957. 190p. \$2.75.

Written with true understanding and appreciation of the difficulties and uncertainties of a little girl of foreign parentage in America, by one whose earlier books have indicated such perception. *Marya's* struggle to be herself and true to her Ukrainian parents, while longing to be American and "like the others" has the ring of authentic experience, as do the descriptions of Ukrainian customs.

BLUNDELL, V. R. (Kathleen, Nixon, pseud). *Pushti*. Warne, 1956. unpag. \$2.00.

A first story by a London-born artist tells of a real kitten. Pictures of *Pushti* and his relatives and the animals whom he meets of his adventurous walk are unusual and lovely and colorful. This will give the young child much pleasure.

BOWERS, GWENDOLYN. *The Lost Dragon of Wessex*. Oxford, 1957. 188p. \$3.00.

An adventure story of medieval England written for young readers. A well-told story enhanced by Charles Geer's excellent illustrations in black and white.

BROCK, EMMA LILLIAN. *Come On-Along, Fish!* Knopf, 1957. unpag. \$2.25.

Told in true Cornish style and dialect, in lilting prose suggestive of a sea shanty, and in pictures orange, blue and black this story of the four Cornish fishermen and the nets they lost in a storm at sea will have appeal for the older boy as well as for the 5-8-year-old.

BROMHALL, WINIFRED. *Budget's Growing Day*. Knopf, 1957. unpag. \$2.75.

Wee Bridget is seven years old but so small folks treat her like a four-year-old. When her mother has to leave her one day she proves that she is grown-up enough to have everything in order when mother comes home. For ages 5-to-7.

BROWN, PAUL. *Your Pony's Trek Around the World*. Scribners, 1956. unpag. \$2.75.

A natural for the 6-10-year-old horse lover is this beautifully illustrated book for the talented artist and author, Paul Brown in which the pony tells in the first person of his development from the colt of long

ago, and of the different varieties of his family which have evolved.

BRUSTLEIN, DANIEL., (Alain, pseud). *The Magic Stones*. Whittlesey, 1957. 31p. \$2.50.

In lovely, clear drawings, some of them in red and blue, and in simple, interesting prose Alain explains to children in a combination of legend and fact how the principle of the arch was re-discovered by the French and how the Gothic arch and flying buttresses were developed.

BUDNEY, BLOSSOM. *N is for Nursery School*. Lothrop, 1956. unpag. \$2.50.

An alphabet for the nursery school; each letter has its page and its verse, pointing out several words for each letter which are part of nursery school life. The gay colored pictures which surround each letter and illustrate the accompanying verse are a great attraction.

CAFFREY, NANCY. *Hanover's Wishing Star*. Dutton, 1956. 124p. \$2.75.

The true story, illustrated by on-the-spot photographs, of Karen Ann McGuire, her passion for horses in general and for Nashua in particular, and of how her dream of having a horse of her own came true. "Stranger than fiction," this account by an author who is herself a skilled horsewoman is a natural for the horse-loving girl of 7-10.

CAPON, PAUL. *Lost: A Moon*. Bobbs, 1956. 222p. \$2.75.

Teen-age readers will enjoy this gripping account of the adventures of three earth people on Phobos, a satellite of Mars. Kidnapped from a beach they are propelled through space until they are landed in a bewildering circumstance. It takes courage and intelligence to overcome the unknown power and attempt a return.

CHARLIP, REMY. *Where Is Everybody?* Scott, 1957. unpag. \$2.25.

Drawings and simple line text are so completely integrated (even the name of an object being printed on the drawing) that one almost feels the pictures being made as the story is told. Black and white with a yellow sun, the pages and their characters become darker and darker as a storm comes up, until at the end nothing but rain is visible. The 4-8-year-old will love it, and will soon be able to read it for himself.

CHENEY, CORA. *Rumpus on Commodore Hill*. Holt, 1957. 125p. \$2.25.

A lively wholesome story concerned with the activities of a navy family. The four children are natural. Their experiences entertaining. Elementary readers. Recommended.

CLARKE, PAULINE. *The White Elephant*. Abelard, 1957. 145p. \$2.50.

Little did Georgina guess, as she tried to find a subject for the book she always wanted to write, how it was to come to hand as a result of Cousin Bona's sale of her "white elephant." Mystery, a jewel robbery, and a bit of amateur sleuthing bring excitement aplenty in the best English tradition on the 10-15-year-old level.

CONRAD, SYBIL. *Enchanted Sixteen*. Holt, 1957. 219p. \$2.75.

Connie Foster, high school Junior, was popular in her crowd until her daydreams got out of hand and her friends turned their backs and deserted her. Responsibility and new friendships bring Connie back to earth and give this enchanting and helpful book a happy ending.

COOPER, FRANK A. *Mr. Teach Goes to War*. McGraw, 1957. 187p. \$3.00.

The adventures of a young teacher tracking down a gang of smugglers and pirates, during the War of 1812. The British defeat on Lake Champlain is a high point of the story. Junior high school readers.

COURTNEY, GWENDOLINE. *Those Verney Girls*. Watts, 1957. 218p. \$2.75.

The Verney girls, sweet shy Alison, rebellious Elizabeth, placid Susan, and irrepresible Georgie, had lived happy and carefree with their adored and indulgent father, loving to act quite "wild" from the neighbors' standpoint, until the cataclysmic arrival of a stepmother threatened to change their world. How the changes came about and their effect on the girls make a lively and interesting, often entertaining story for the junior high level.

CRAIGIE, DOROTHY. *The Saucy Cockle*. Abelard, 1957. 36p. \$2.25.

Captain Schooner likes to take children for rides around the bay in his boat. The mayor decided there should be a new boat and things looked bad for the captain for a while. Children will enjoy the outcome of the story.

EBERLE, IRMENGARDE. *Evie and*

*Cookie*. Knopf, 1957. 122p. \$2.75.

Those who enjoyed *Evie and the Wonderful Kangaroo* will love this second story of the little girl and her unusual pet, and Cookie's pet, Lily Thursday. An original and pleasing story for little girls. Slobodkin's drawings are, as always, gems.

EBERLE, IRMENGARDE. *The Favorite Place*. Watts, 1957. 135p. \$2.50.

Peter, Suzie, and Mark thought they had lost their favorite play-place, the garden house of the empty house next door, when a strange lady moved in. But when they became acquainted with her and all her pets, and had their favorite place back, they found that she seemed to belong to them. Good reading, suggestive of practical application, for the 6-10-year-old.

EXLER, SAMUEL. *Growing and Changing*. Lothrop, 1957. unp. \$2.50.

Shown in simple language and graphic colored pictures, for the 5-9-year-old or younger, how everything and everybody are growing and changing all the time.

EYLE, KATHERINE WIGMORE. *Children of Light*. Lippincott, 1957. 128p. \$2.75.

Sympathetically told story of a little Arab waif, of how he became goat-boy to a Bedouin, his various adventures in his new life and his eventual discovery that spiritual values mean more than material ones. Good reading for the upper elementary level with interesting descriptions of life in the desert and cities of the Near East.

FAULKNER, NANCY. *Undecided Heart*. Doubleday, 1957. 207p. \$2.75.

The Anthonys, loyalists during the earlier years of the American Revolution, were finally caught up in the churn of ideas and were divided. Hence the undecided heart of Drusilla Anthony, for Dru must remain true to herself in choosing between inbred loyalties and her love. Historically and romantically, Miss Faulkner has created a moving and informative experience.

FERRIS, HELEN, editor. *Girls, Girls, Girls*. Watts, 1956. 241p. \$3.00.

In these fifteen reflections high school girls can look at what is bothering them, for here are portrayed the shy little violet, the snob, the tomboy, the tin-type, the misfit, and even the coward. A fine collection of the best in teen-age short stories, which should be most helpful and enjoyable.

FRASER, BEATRICE AND FERRIN FRASER. *Bennie the Bear Who Grew Too Fast*. Lothrop, 1956. unpag. \$2.50.

An entertaining story for the very youngest of Bennie, the musical bear, who grew so fast that he outgrew violins—and his blanket—overnight. Roger Duvoisin's drawings are, as always, delightful and expressive.

FRITZ, JEAN. *The Late Spring*. Coward, 1957. unpag. \$2.50.

Spring was late one year, because it was waiting for Robin R., the First Robin, who just sat and ate and blinked in an orange tree in Florida, until suddenly he knew that he had to fly North and sing spring in. Jean Fritz's charming little spring song is capably illustrated by Erik Blegvad's unusual, clear and detailed pen and ink sketches.

GEISEL, THEODOR SEUSS (Dr. Seuss, pseud.). *The Cat in the Hat*. Random, 1957. 61p. \$2.00.

In this newest delightful adventure into Nonsense, Dr. Seuss returns to his early ambition to be an educator, and puts verses to work by making them simple enough for beginning readers to read to themselves. Read alone, or read aloud, they have the inimitable Seuss charm.

GEORGE, JEAN. *The Hole in the Tree*. Dutton, 1957. unpag. \$2.50.

Interesting nature story for the 4-7-year-old, which uses a hole in a tree and how it grew as a base for descriptions of insects and birds who used the hole to hatch their young. Scot and Paula lend human interest to the tale.

GOODENOW, EARLE. *Angelo Goes to Switzerland*. Knopf, 1957. unpag. \$2.25.

An utterly charming and unusual story for the young child, in which Angelo, who went to the Carnival in another story, goes to Switzerland with a very absentminded professor, and makes new friends despite the language barrier. Earle Goodenow's illustrations are quite as delightful as his story.

GRILLEY, VIRGINIA. *A Shilling for Samuel*. Little, 1957. 86p. \$2.75.

A charming bit of fiction based on the childhood of Samuel McIntire, a great eighteenth century woodcarver and designer of New England houses. Text and illustrations combined create an artistic picture of a New England boyhood.

GURKO, LEO. *Tom Paine, Freedom's Apostle*. Crowell, 1957. 213p. \$2.75.

High school students should enjoy and profit from this well written biography. Paine's contributions to democratic thought are stressed, but his less savory personal characteristics are not glossed over unduly. This is a first rate contribution to junior literature.

HARMER, MABEL. *The True Book of Pioneers*. Children's Press, 1957. 44p. \$2.00.

Another fine addition to Ola Podendorf's "True Book" series is this easy-to-read explanation of pioneers with attractive water color pictures and drawings to clarify the text for the young reader.

HARRY, ROBERT REESE. *Island Boy*. Lothrop, 1956. 209p. \$3.00.

Paulo was orphaned when his village was destroyed by raiders. A friendly trader finds him and takes him to ancient Hawaii. His shell necklace given him by his mother, a throwing stone picked up by the trader, and personal qualities make a story of old Hawaii suitable for 4th or 5th grade reading.

HEADLEY, ELIZABETH CAVANNA. (Betty Cavanaugh, pseud.). *The Boy Next Door*. Morrow, 1956. 253p. \$2.75.

Jane Howard is shaken from her childish attitude toward life when her longtime friend, the boy who lives next door, becomes romantically interested in her. She instinctively shies away from being anything more than just "good friends." After he becomes interested in her little sister, Jane begins to grow toward maturity as she struggles to gain the popularity she has never cared for before. A realistic and well written story, this book should be interesting to any teenage girl.

JASZI, JEAN. *Everybody Has Two Eyes*. Lothrop, 1956. unpag. \$2.50.

Enchanting little verses for the very young child with typical Mariana illustrations.

KJELGAARD, JIM. *Wildlife Camera-man*. Holiday, 1957. 218p. \$2.75.

Jim Kjeldgaard, past master at wildlife writing and interpreting, here gives us a compelling story of a youth with a consuming ambition to be a wild life photographer, who sets off into the wilderness with his dog, expensive equipment, and little else, but who finds drama, friendly game wardens, danger and near death, but also amazing luck and the beginning of the realization of his ambition.



KONKLE, JANET. *J. Hamilton Hamster*. Children's Press, 1957. unpaginated. \$2.50.

Janet Konkle, who has made a name for herself with her cat stories for the very young, illustrated with photographs, here shows photographs of a hamster and tells how he made friends with a kitten and a rabbit.

LAMBERT, RICHARD STANTON. *Red-coat Sailor: The Story of Sir Howard Douglas*. Saint Martin's, 1957. 160p. \$2.75.

One of a series for young people entitled, "Great Stories of Canada." This deals with the life of an English officer whom circumstances brought to Canada toward the close of the Eighteenth Century and who remained there through many exciting years.

LEAF, MUNRO. *Three Promises to You*. Lippincott, 1957. unpaginated. \$2.00.

A Munro Leaf simplification of the United Nations for the early elementary level, illustrated with two photographs of the U. N. Building and General Assembly, but mainly with Munro Leaf drawings, which can leave no doubt in the child's mind as to what it is all about.

LEWIS, CLAUDIA. *Straps the Cat*. Scott, 1957. 141p. \$2.50.

A story which young children will love, told as it is in simple language, and combining the elements of repetition, familiarity, and surprise which appeals to that age, of a most uncanny cat, Straps, who likes rain, rubber bands and slip straps. Intriguing illustrations add to the charm of the book.

LINES, KATHLEEN, editor. *Once in Royal David's City*. Watts, 1956. unpaginated. \$3.95.

Largely pictures, this story of the Nativity is told for young children in the language of the Bible, but simplified and with a picture for every line or two so that it may be easily understood. An attractive book.

MACDONALD, BETTY. *Hello, Mrs. Piggle-Wiggle*. Lippincott, 1957. 125p. \$2.50.

Amusing, overdrawn stories of problem children and the wonderful Mrs. Piggle-Wiggle with her magic cures for bullies, slowpokes, whisperers, show-offs and the like, by one who has gained a reputation for a keen sense of humor, and is herself fond of chil-

dren and alert to their weaknesses.

MALKUS, ALIDA SIMS. *The Sea and Its Rivers*. Doubleday, 1956. 221p. \$2.75.

This description of the sea and the multitude of amazing creatures found its depths will sharpen the interest of our "oceanographers of the future," ages 12-18.

MARKS, MICKEY KLAR. *Fine Eggs and Fancy Chickens*. Holt, 1956. 96p. \$2.50.

Interesting, "easy to read" account of how Peg and Biffy learned to raise fancy chicks their first year at Old Mill Farm. For the 7-9-year-old.

MARSHALL, CATHERINE. *Julie's Heritage*. Longmans, 1957. 231p. \$3.00.

Julie Brownell, daughter of a Negro doctor, was happy until, with her first year in high school, she faced the new prejudices of her white friends. Although she found that her attempts at reconciliation led to distrust from her own race, even her family, Julie did not fail, because her voice was the force that broke the resentment of both sides. A very timely and important book, especially for the high school age.

MEIGS, CORNELIA LYNDE. *Wild Geese Flying*. Macmillan, 1957. 194p. \$2.75.

Excellent reading with a thread of mystery of twelve-year-old Dick and his family, who had come to live in their grandfather's house in New England and were not at first accepted by the little community. Heart-warming in its portrayal of family life, and in the acceptance of challenges and facing of problems by the Miltons. Cornelia Meigs is well-known for her fine books for children, and this is a worthwhile addition to the collection.

MERRETT, JOHN. *Famous Voyages in Small Boats*. Criterion, 1957. 140p. \$1.75.

Six accounts of unusual voyages—including the Kon-Tike adventure and that of Captain Bligh and the *Bounty*. Readable and informative. Illustrations weak.

MILLER, JOSEPH SHIELDS. *Johnny Freedom Grows Up*. Dorrance, 1956. 161p. \$2.50.

Short stories about a four-year-old boy which attempt to show how the precepts of democracy and capitalism can be taught to a child. Conservative traditional values are stressed.



MILLER, MARY BRITTON. *Give a Guess*. Pantheon, 1957. unpaginated. \$2.50.

The young child will be enchanted by the rhythm of the verses while his curiosity will be a little piqued and often satisfied by the guessing which is greatly helped by Juliet Kepes' charming, delicate, brown and white drawings.

NESBITT, MARION. *Captain John Smith's Page*. Lippincott, 1957. 70p. \$2.50.

A substantially true account written for young readers. It presents some interesting facets of life in the early Jamestown colony, particularly with respect to dealings with the nearby Indians.

NORMAN, CHARLES. *John Muir, Father of our National Parks*. Messner, 1957. 191p. \$2.95.

Biography of the great American naturalist for the general reader. Sketches in an interesting way Muir's travels, his writings, and his struggles in defense of America's forest and mountain lands.

O'BRIAN, PATRICK. *The Golden Ocean*. Day, 1957. 255p. \$3.75.

An adventure story based on the voyage of a British man-of-war in 1740. It is an excellent sea story filled with hardship, courage, and triumph. Young readers will like it. So will adolescents.

PRICE, OLIVE. *The Blue Harbor*. Washburn, 1956. 176p. \$2.75.

Sandy's determination to become a stage costume designer wanes somewhat when she vacations at Cape Cod and a romance develops with Dennis, a lover of the Sea. Events help them to grow up and by the end of the summer, they understand better what they want to do with their lives. High school readers.

RENDINA, LAURA COOPER. *Lolly Touchberry*. Little, 1956. 213p. \$3.00.

This story, set in Florida and intended primarily for Junior High School students, deals with growing up, racial problems, and family relationships. Because of the way Lolly was able to solve her problems, it should be especially interesting for younger teen-age girls.

RUSH, PHILLIP. *My Brother Lambert*. Roy, 1957. 144p. \$3.00.

A story of the Simnel Rebellion aimed against Henry Tudor. This episode from the

war of the Roses makes interesting reading and might well be included in a high school library collection.

ST. JOHNS, ELAINE. *My Friend God*. Dutton, 1956. 44p. \$2.75

Pictures, many of them, colored and black and white, all graphic, help the text explain about 5-year-old Kirsten, and her friend God, whose presence she can feel in nature and in time of trouble. Should be a helpful as well as a popular book with the quite young child.

SCHLEIN, MIRIAM. *Little Rabbit: The High Jumper*. Scott, 1957. unpaginated. \$2.25.

Miriam Schlein, a versatile as well as a prolific writer for children, here re-tells the story of a baby cottontail which a mother rabbit told her little one. Enough repetition to satisfy the very young, with a comfortable atmosphere of mother-child love. Entrancing brown, blue and green illustrations, by Theresa Sherman add greatly to the book's appeal.

SCHWARTZ, ELIZABETH AND CHARLES SCHWARTZ. *Cottontail Rabbit*. Holiday, 1957. 45p. \$2.50.

Interesting and authentic account of a rabbit's life from spring to winter, written and beautifully illustrated for the young reader by two biologists who have studied the subject scientifically, and have made award-winning sound-motion color pictures of wildlife, including rabbits.

SEIGNOBOSE, FRANCOISE (Francoise, pseud). *What Do You Want to Be?* Scribners, 1957. unpaginated. \$2.75.

Francoise here suggests in her questions and gay, whimsical, childlike colored illustrations various careers for the grown-ups of tomorrow; one can't help feeling that the circus or the zoo might be her choice.

SHANNON, TERRY. *Come Summer, Come Winter*. Whitman, 1956. unpaginated. \$2.75.

Colorful and realistic pictures of animals, flowers, and fruits make even clearer the text which explains to the 7-9-year-old the cycle of the changing seasons.

SHELBOURNE, ALICE. *In Freedom's Dawn*. Bruce, 1957. 192p. \$3.00.

A story of adventure in mid-seventeenth century Virginia. Its accounts of love and courage would appeal to adolescent and adult readers alike.

SIMPSON, DOROTHY. *The Honest Dollar*. Lippincott, 1957. 191p. \$2.75.

Janie Marshall wants to go to school worse than anything else in the world, but her family does not have the money to spare. Jobs are hard to find on the Maine island where they live, and Janie and her brother have many disappointments. One of the rewards they find, however, is the discovery of what they meant to each other as a family. Upper elementary readers.

SMITH, CICELY FOX. *The Valiant Sailor*. Criterion, 1957. 186p. \$3.00.

Tony Donnithorne leaves his mother and goes in search of his father, who disappeared mysteriously after talking with a stranger. His experiences on an English man-of-war and later in prison where he found his father make interesting reading for adventure loving high school readers.

SORENSEN, VIRGINIA. *Miracles on Maple Hill*. Harcourt, 1956. 180p. \$2.95.

A thorough characterization of each member of a family who go to Maple Hill to live because of the father's ill health, resulting from World War II. The nature study, the presentation of the gathering of the sap and the making of maple sugar, the real sharing of neighbors with each other in good and bad times all give a strong story of upper New England.

STOUTENBERG, ADRIEN. *River Duel*. Westminster, 1956. 188p. \$3.25.

Carrying sport interest as well as mystery, this story will interest high school readers who like out-of-doors and fishing especially. Game laws and much fishlore are mixed with skin-diving exploits to make an adventure of suspense and danger.

SUMMERS, JAMES L. *Trouble on the Run*. Westminster, 1956. 216p. \$2.75.

The experiences and emotional growth of Roger Holman, high school junior, are recounted in an entertaining style, for high school readers. Training for a big interschool track meet, Roger finds life becoming more and more complicated, but in the end he finds that it can be surprisingly rewarding.

SUTLIFF, ROSEMARY. *The Shield Ring*. Oxford, 1956. 215p. \$3.00.

A historical novel set in Norman England. It deals with efforts to force the Norsemen from their stronghold in the Lake District. Interesting reading with a good historical base.

THOMAS, KATHLEEN. *The Gleanie Bird*. Warne, 1956. 117p. \$2.00.

The Gleanie Bird lived all alone at deserted Frying-Pan Farm. His acquiring cows, horses, pigs, sheep, dogs, a farmer and 11 little gleanies make a story of limited appeal for American children except that it is almost entirely about animals, which most children enjoy. Highly imaginative.

TODD, RUTHVEN. *Space Cat Meets Mars*. Scribner, 1957. 72p. \$2.25.

Further adventures of Space Cat, in which Flyball, hero of the earlier adventures in space, discovers a new planet and finds a new friend, the last of the Martian cats.

TRESSELT, ALVIN. *The Rabbit Story*. Lothrop, 1957. unp. \$2.50.

The famous author and artist of Rain Drop Splash and other favorites of the very young, combine their talents once more to bring a charming story of a baby rabbit who was caught in a trap and kept as a pet, but who escaped to return to the woods and have babies of her own. Beautiful, velvety brown etching-like illustrations suggest the soft warmth of rabbits and woods.

TURNER, AUDREY. *Lacy Edwards, Veterinarian*. Lantern, 1957. 221p. \$2.50.

Lacy Edwards finds that being a girl veterinarian has many drawbacks. In her first year of practice she has several unusual experiences, as preventing the drugging of a famous show horse, acting as a Toreador to ensnare a rampaging bull, and taking the lead in control of an anthrax epidemic. She proves equal to each challenge and wins friends in her prejudiced community. High School readers.

### Education and Psychology

BRUCE, WILLIAM E. AND JOHN HOLDEN. *The Teacher's Personal Development*. Holt, 1957. 346p. \$4.25.

This book reviews teaching psychology and methods through a challenging technique of trying to motivate the teacher to think back to his personal social relationships toward school and society. It encourages the teacher, especially beginners, to analyze carefully all social and psychological aspects of teaching. Should be reviewed at least every two to three years by every teacher regardless of experience. Has a most interesting approach to personal psychology. The results and use of research is an asset. Every school principal, regardless of school level, should find this book one of the most practical and busiest copies in his current office library.

BRUNER, JEROME SEYMOUR AND OTHERS. *A Study of Thinking*. Wiley, 1956. 300p. \$5.50.

A wealth of new ideas are contributed in a difficult area of psychology. The book presents a set of theoretical assumptions for the development of concepts and precepts, a classification of concepts with examples of experimental treatment, and application of these principles to linguistics.

CHASE, FRANCIS S. *Education Faces New Demands* (Horace Mann Lecture). University of Pittsburg Press, 1956. 49p. \$1.00.

A thoughtful and constructive analysis of current difficulties in American education.

Conference on Reading. University of Chicago, 1956. *Developing Permanent interest in Reading*. Compiled by JELEN M. ROBINSON. (Proceedings, v. 18; Chicago. Univ. Department of Education. Suppl. Educ. Monograph, no. 84). 224p. \$3.50. University of Chicago Press, 1956.

A compilation of all the papers on Developing Permanent Interest in Reading presented at the Conference on Reading at the University of Chicago, 1956. It covers grades from the kindergarten through senior high. It is comprehensive, well written, and well edited.

CREMIN, LAWRENCE ARTHUR AND MERLE L. BORROWMAN. *Public Schools in Our Democracy*. Macmillan, 1956. 226p. \$2.64.

An introduction to public education based on a mythical American community's development of its schools; well illustrated, attractively constructed, and skillfully written.

*A Graduate Program in an Undergraduate College: The Sarah Lawrence Experience*. Committee on Graduate Studies, Wesleyan University Press, 1956. 119p. \$1.50. Sarah Lawrence College Pubn., no. 6.

The story of a graduate program designed to prepare young women for teaching in high schools. Sarah Lawrence is a liberal arts college unafraid to pioneer. A report of planning, selection, preparation in an experimental program.

GRAY, WILLIAM SCOTT. *The Teaching of Reading and Writing*.

(UNESCO Mono. on Fundamental Educ., 10). Scott, 1956. 281p. \$3.00.

An excellent report on the current practices, procedures, techniques, and methods used in the teaching of reading and handwriting in the leading countries in UNESCO. It will be a great help to teachers of reading and writing in the United States, since it reveals methods that get results.

HUTCHINS, ROBERT MAYNARD. *Some Observations on American Education*. Cambridge, 1956. 112p. \$2.75.

These criticisms are directed to a British audience, but they can well be pondered by American educators. Given with the author's customary wit and penetration, they uncover weaknesses in higher education which this country needs to correct.

TYLER, LEONA ELIZABETH. *The Psychology of Human Differences*. Appleton, 1956. 562p. \$6.00.

A thorough revision of one of the best books on individual differences. It is solid with facts, closely reasoned, and clearly written. Particularly helpful at the present time is the excellent chapter on race and nationality difference.

UNDERWOOD, BENTON J. *Psychological Research*. Appleton, 1957. 298p. \$4.00.

Once every few years a book is written and one can say the science of psychology has taken a step forward. Underwood has written such a book. His integration of philosophical and technical views on research is worthwhile for every psychologist to read.

WEBER, CHRISTIAN OLIVER. *Reading and Vocabulary Development*: 2nd ed. Prentice, 1956. 168p. \$2.95.

A practical means of teaching words in isolation. High school teachers interested in trying to improve the reading vocabulary of pupils in this manner will find it helpful.

### Health and Physical Education

BUNN, JOHN WILLIAM AND OTHERS. *The Art of Officiating Sports*, 2d ed. Prentice, 1957. 388p. \$6.35.

*The art of sports officiating* is a welcomed addition to the limited material on sports officiating. The author presents procedures for officiating 14 important sports activities, guides to handling play problems and situations in three activities, organization of ski meets, qualifications of officials, philosophy, and general principles of officiating in very interesting, usable fashion.



JOHNSON, JUNE. *Home Play for the Preschool Child*. Harper, 1957. 140p. \$2.25.

A book for parents of children under six, giving brief but helpful suggestions for creative crafts, games and activities, interspersed with lively but sound suggestions for good all-around living with children.

KNAPP, CLYDE AND ANN E. JEWETT. *Physical Education: Student and Beginning Teaching*. McGraw, 1957. 303p. \$4.75.

An interesting approach to three problems: teacher preparation, student teaching, and successful beginning teaching. The evaluation suggestions and bibliographies are especially good as are the sections on finding a job and growth of the job; Physical education should welcome this material.

### Library Science

GRANNIS, CHANDLER B. *What Happens in Book Publishing*. Columbia, 1957. 414p. \$5.50.

Twenty-one contributors discuss all basic aspects of book publishing from selection of the manuscript, editing, manufacturing, designing, advertising and selling. Other areas include publishing of children's books, textbooks and religious books, university presses, paperbacks and book clubs.

WILEY, JOHN AND SONS, INC. *The First One Hundred and Fifty Years*. Wiley, 1957. 242p. \$7.50.

The essays by authors whose books have been published by Wiley place the firm's output in the framework of the recorded knowledge in such fields as the biological and physical sciences, engineering, agriculture, etc. The result is a handsome book which is more than a history of a publisher distinguished for its titles in science and technology.

### Music

ATKISSON, HAROLD E. *Basic Counterpoint*. McGraw, 1956. 171p. \$5.00.

A concise, simple, practical manual for the student of counterpoint. The book covers ranges from two part composition in the Sixteenth century style to the composition of a four voice fugue in the Eighteenth century style with all the techniques employed. Valuable as a textbook or for reference.

BECKETT, WALTER. *Liszt*. Farrar, 1956. 185p. \$3.00.

This book is a new biographical and critical study of Liszt. The first ten chapters deal with the life of Liszt. The following six with his works. Also excerpts are given as an illustration of the works described. The book is especially valuable to the student of the musicians of the romantic era.

BOALCH, DONALD H. *Makers of the Harpsichord and Clavichord*. Macmillan, 1957. 169p. \$12.50.

Charts and biographical material of builders of the early keyboard instruments. Also contains lists of collections of the instruments and their catalogs, and a glossary of terms in four languages. Most valuable in the research field.

BOYDEN, DAVID DODGE. *An Introduction to Music*. Knopf, 1957. 449p. \$7.50.

This book is directed principally to the serious music student who seeks expensive functional and chronological orientations in the many phases of musical art.

To call this book an "Introduction" underestimates its comprehensive and detailed approach and may mislead many readers who might rightfully envision a less pretentious meaning of this term.

KERMAN, JOSEPH. *Opera as Drama*. Knopf, 1956. 269p. \$4.50.

The presentation of a stimulating thesis and a penetrating analysis of the dramatic aspects of opera. A work of major importance for all seriously interested in opera.

MORGENSTERN, SAM. *Composers on Music*. Pantheon, 1956. 584p. \$7.50.

Treats all aspects of musical activity and criticism through the nontechnical writings, formal and informal, of composers from Palestrina to the present. Of interest to both laymen and professionals. Biographical notes and sources of writing included.

MOZART, JOHANN C. W. A. *A Mozart Letter Book*. Edited by Max Kenyon. Associated Bookseller, 1956. 158p. \$4.00.

Through his letters W. A. Mozart has provided us with a valuable type of autobiographical material. Biographers who have romanticized this musical genius may have their scholarly instabilities revealed through Mozart's collected correspondence. Meantime, the reader profits by coming to know the human Mozart.



OTTOMAN, ROBERT W. *Music for Sight Singing*. Prentice, 1956. 299p. \$5.25.

Not a textbook but a series of carefully graded melodies, distinguished by the range of musical types, the variety of sources, the use of clefs, and the amount of material. One of the best such books available for sight singing practice.

RICHARDSON, ETHEL PARK. *American Mountain Songs*. Greenberg, 1956. 120p. \$3.50.

An authentic collection of mountain ballads, spirituals, nonsense songs, and love songs gathered from Tennessee, the Carolinas, Georgia and other Southern states. The simple piano accompaniments are in keeping with the character of the songs.

STEARNS, MARSHALL WINSLOW. *The Story of Jazz*. Oxford, 1956. 367p. \$5.75.

A history of jazz, including its evolution from Africa and the West Indies to its present various stages, forms, and analyzations of the different styles. One chapter devoted to the technical elements is of great interest to the musician.

## Philosophy and Religion

CHAPMAN, JOHN WILLIAM. *Rousseau—Totalitarian or Liberal?* Columbia, 1956. 154p. \$3.25.

Rousseau's political theory is analyzed in another of the Columbia Studies in Social Sciences. The author explains how Rousseau could be called a liberal instead of a totalitarian and suggests that his concept of man is very close to that of the modern liberal. The modern liberal, according to the author, is one who thinks of man as a creature with potentialities that may develop only in an appropriate social medium and of the state as the means by which man releases his moral potential and seeks to realize goodness and justice.

CLARK, GORDON HADDOX. *Thales to Dewey*. Houghton, 1957. 548p. \$5.00.

An interestingly and clearly presented introduction to the history of philosophy, with the emphasis on epistemological thought.

KELLER, ISAAC CLAYTON. *Literature and Religion*. Richard Smith, 1956. 64p. \$2.00.

Thirteen brief essays on the "predominant religious themes" in about as many authors. Topics such as "Shakespeare and Sin," "Carlyle and Work," "Emerson and Prayer," suggest the range. Items range from two to seven pages. Chiefly inspirational. Written in easy, readable style, rich in allusion.

MARNEY, CARLYLE. *Faith in Conflict*. Abingdon, 1957. 158p. \$2.50.

A study of religious faith in conflict with science, evil, culture, and deaths. Rich with allusion, beautifully written by an author well acquainted with the beliefs and thoughts of great philosophers and theologians.

RUSSELL, BERTRAND. *Logic and Knowledge*. Macmillan, 1957. 382p. \$4.50.

A compilation of many of Bertrand Russell's most important essays written between 1901 and 1950. These essays include Human Society in Ethics and Politics, New Hope for a Changing World, and Marriage and Morals. The editor has prefaced these essays by notes designed to show their setting and to make them meaningful to the reader. The book provides a ready reference for Russell's most important writings.

## Reference

ADAMS, GEORGE. *How to Afford That College Education—and Where to Study*. Harian, 1956. 258p. \$4.95.

The title of this book really amounts to a good brief annotation in itself, because the author does just what the title says, outlining specific plans to secure a college education with a minimum cost. The listing of expenses for different kinds of colleges and for different individual colleges is a big help.

This is a most useful book for those choosing a college—parents, counselors, and the future students.

FERM, VERGILIUS TURE ANSELM. *Encyclopedia of Morals*. Philosophical, 1956. 682p. \$10.00.

The material in this encyclopedia alphabetically arranged is treated in large subjects with many cross references from smaller and related subjects. Morals are discussed both theoretically and practically. The practical discussion deals with morals as actually practiced in various cultures.

HARKINS, WILLIAM E. *Dictionary of Russian Literature*. Philosophical, 1956. 439p. \$10.00.

This basic information on the entire field of Russian literature arranged in dictionary form is mostly historical with some critical material on the most important writers. Only literature of the Great Russian is included, not the Ukrainian and Belo-Russian literature.

HINDMAN, DARWIN. *The Complete Book of Games and Stunts*. Prentice, 1956. 415p. \$4.95.

This very complete book groups games into logical classifications showing the relationships which divide games into families and groups. Both outdoor and indoor games are included. Only those indoor games are omitted such as bridge or chess which need whole books on themselves. An excellent source of reference.

MELLAN, IBERT AND ELEANOR MELLAN. *Dictionary of Poisons*. Philosophical, 1956. 150p. \$4.75.

This is written for the layman with the thought that at some time he may have to give emergency care to someone. If one will pay attention to the words in bold type "Call a physician" the book will serve a useful purpose.

MILLER, BRUCE. *Let's Celebrate A Holiday!* Bruce Miller, 1956. 24p. \$.50.

An inexpensive booklet listing sources of free materials on holidays, festivals and special occasions, arranged by month. Under each holiday there are general references, plays, satires, projects, and songs. Addresses are given for: State Chambers of Commerce where information concerning a state's special events may be obtained; sources of information on foreign holidays, national tourist and information offices. Very informative source material which should be of great value to teachers and librarians.

NICHOLSON, MARGARET. *A Dictionary of American-English Usage*. Oxford, 1957. 671p. \$5.00.

Miss Nicholson has adapted Fowler's *Modern English Usage* to modern times and use, omitting the long explanations depending upon a knowledge of Greek and Latin, including new articles where more current material was needed, and explaining current idioms which have come into the language as well as peculiarities of American speech

not recorded by Fowler. Much of Fowler's wit has been maintained in the explanations. It is emphasized that this edition does not take the place of Fowler; it is only adapted for quicker use so that the person pressed for time can find his information at a glance.

WINICK, CHARLES. *Dictionary of Anthropology*. Philosophical, 1956. 579p. \$10.00.

As a young and growing science anthropology has no body of terms whose meanings are clearly defined with absolute precision. Many terms are used based upon a consensus of shared notions as to their meanings. So the editor of this dictionary says that in defining terms the dictionary "must of necessity confine much of its effort to reporting usage, and the ordinary disposition of a special terminology as it is revealed in the established and authoritative literature of the field."

## Social Science

ANSTRUTHER, IAN. *Dr. Livingston, I Presume?* Dutton, 1957. 207p. \$3.95.

Although H. M. Stanley's life was filled with many adventures, the successful search for Livingston was the greatest of all. This interesting biography of Stanley devotes well over half of its pages to this single episode in his life.

BOTHWELL, JEAN. *Cobras, Cows and Courage*. Coward, 1956. 96p. \$1.95.

An excellent geographical reader, authentic, clearly written, and beautifully illustrated. An account of farm life in northern India for the intermediate grades.

CRONYN, GEORGE W. *A Primer on Communism*. Dutton, 1956. 190p. \$2.50.

This book gives a certain amount of fundamental information about communism in the form of a catechism. Two hundred questions are asked; two hundred answers are given. The book will probably be used mostly for reference.

EATON, CLEMENT. *Henry Clay and the Art of American Politics*. Little, 1957. 209p. \$3.50.

One of the volumes in the "Library of American Biography." A skillful writer handles Clay, the politician, in an admirable fashion. New Clay materials add to the scholarly quality of the volume.

FRANKLIN, JOHN HOPE. *The Militant South*. Harvard, 1956. 317p. \$5.00.

John Hope Franklin in this, his most recent book, has made a distinct contribution to the literature about, and the understanding of, the Old South. Many have referred to the militancy of the antebellum South, but not until Franklin's appeared had anyone so carefully sought to understand and explain the South's apparent love of war.

FRAZIER, EDWARD FRANKLIN. *The Negro in the United States*, rev. ed. Macmillan, 1957. 769p. \$8.50.

One of the best-known sociological studies of Negroes in the U.S. has been revised by including recent data and a scholarly treatment of the newer moves toward racial integration and a few of the forces opposing these moves.

FREEMAN, KATHLEEN. *The Paths of Justice*. Roy, 1957. 191p. \$3.00.

An unusual book which tells the story of law and justice among the Greeks in classic times. It brings much of the legal procedure to life. There is an especially interesting account of a murder trial that will fascinate most readers. Suitable for either high school or college libraries.

GOETZ, DELIA. *Tropical Rain Forests*. Morrow, 1957. 64p. \$2.50.

A very good geographical reader for upper elementary students. Includes descriptions of climate, plant and animal life, human activities, and contrasts between American and Old World rain forests. Illustrated.

GOMPERS, SAMUEL. *Seventy Years of Life and Labor*. Dutton, 1957. 334p. \$5.00.

A re-publication of one of the classic studies in labor history. This particular edition gains added merit from an introduction and editing by Philip Taft and John A. Sessions. A useful library reference.

HACKER, LOUIS MORTON. *Alexander Hamilton in the American Tradition*. McGraw, 1957. 273p. \$4.75.

A relatively brief biographical study which endeavors to re-examine Hamilton's philosophy of the state in the light of his time. A useful analysis that should command a hearing.

HADAS, MOSES, editor and tran-

slator. *A History of Rome*. Doubleday, 1956. 305p. \$.95.

An excellent account composed of passages from the ancient historians knitted together into a single narrative. Since this is published in an inexpensive paper-back edition, classes in high school and college history courses should be able to make use of it.

HAHN, LUCIEN ALBERT. *Common Sense Economics*. Abelard, 1957. 244p. \$4.50.

This book is essentially a criticism of Keynesian economics written by a very able German banker and economic thinker. The writer is more concerned with criticizing the influence of the Keynesian ideas on the general public than in criticizing the theory itself.

HOPKINS, JOSEPH G. E. *Colonial Governor: Thomas Dongan of New York*. Kenedy, 1957. 184p. \$2.50.

The account of an able colonial governor who led New York colony through many trials in the late 17th century. Good reference material.

HUTTON, CLARKE. *A Picture History of Canada*. Watts, 1956. 62p. \$3.95.

Brief, simple text accompanies excellent pictures and maps. Will appeal to upper elementary grades.

LAUBER, PATRICIA. *Highway to Adventure: The River Rhodé of France*. Coward, 1956. 96p. \$1.95.

A very interesting and authentic account of a journey down the Rhodé from Switzerland to the Mediterranean. Many attractive maps and photographs. Will appeal to the junior high school student.

MCCRACKEN, HAROLD. *The Story of Alaska*. Garden City, 1956. 57p. \$2.50.

Picture story of the history of Alaska. Will appeal to junior high school students.

PEARE, CATHERINE OWENS. *William Penn*. Lippincott, 1957. 448p. \$7.00.

The first full-length modern biography of Penn. A judicious combination of sound scholarship and good writing makes the volume a worthy addition to American historiography.



RANDALL, RUTH PAINTER. *The Courtship of Mr. Lincoln*. Little, 1957. 219p. \$3.75.

A book described by the author as "somewhat of a period piece." In telling its story, the book sets the record straight on the romance of Mary Todd and Abraham Lincoln.

RICH, LOUISE DICKINSON. *The First Book of New England*. Watts, 1957. 60p. \$1.95.

New England, past and present, is revealed in this book for young readers. Every section of the region is dealt with in some particular. Illustrations by Leonard Everett Fisher enhance the volume.

THOMPSON, LAWRENCE S. *Kentucky Tradition*. Shoe String, 1956. 225p. \$4.25.

A delightful compilation of Kentuckiana. There are chapters on everything from politics to vittles, fox-hunting to likker, and religion to feudin'. The mixture of tall tales and truth make for enjoyable reading.

TOLLES, FREDERICK BARNES. *James Logan and the Culture of Provincial America*. Little, 1957. 228p. \$3.50.

A volume in the "Library of American Biography." This account, centered in the personage less well known than some American leaders, maintains the high standard of its predecessors in this series.

WRIGHT, LOUIS BOOKER. *The Cultural Life of the American Colonies, 1607-1763*. Harper, 1957. 292p. \$5.00.

One of the volumes in the New American Nation Series. The book is organized along functional lines—chapters on social structure, education, religion, the arts, etc. Each chapter is in itself an excellent synthesis.

### Textbooks

BRUNN, GEOFFREY. *The World in the Twentieth Century*, 3rd ed. Heath, 1957. 818p. \$6.75.

Except for an eighteen page epilogue, this new edition is virtually the same as the second edition of 1952. In many ways this is a satisfactory book. It gives reasonable attention to the non-European phases of world history, although some readers may wish more.

CROW, ALICE VON BAUER. *An Outline of Educational Psychology*. Littlefield, 1956. 339p. \$1.50 paper.

A typical condensed study outline with a breadth of courage and lack of systematic theoretical organization.

HOVIOUS, CAROL. *New Trails in Reading*. Heath, 1956. 472p. \$3.20.

Anyone desiring to improve his ability to read can do so by reading the stories in this book and doing the things suggested for him to do after the reading of each story. The stories are highly charged with interest and the directions for what to do after the reading of each story are simple to follow. Recommended.

KIMBLE, GREGORY. *Principles of General Psychology*. Ronald, 1956. 400p. \$5.00.

A substantial, systematic text for an advanced course in general psychology. Well-written. Dignified in design and in treatment of subject matter.

KOIVISTO, WILLIAM ANSELM. *Principles and Problems of Modern Economics*. Wiley, 1957. 834p. \$6.00.

This is an economics text built around the "problem" approach. It takes inequality, inefficiency, and instability as the key problems. Other than this novel organizational approach, it is highly traditional in content.

LOVRIEN, MARIAN AND OTHERS. *Adventures in Living*. Harcourt, 1955. 626p. \$3.76.

A wide variety of forms of literature, considerable range of interest, wide range of difficulty, very attractive illustrative materials, helpful study aids. Fine reading improvement manual accompanying text. To be recommended for serious consideration as a tenth grade text.



# PEABODY *Journal* OF EDUCATION

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# Peabody Journal of Education

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## *Editorial*

### English 493 - Southern Life and Literary Culture—DR. SUSAN B. RILEY, Teacher

It was George Herbert Palmer who said of college teachers that every good one teaches one course that represents her best of all; that it presents in epitome her character and characteristics; that no other course challenges her quite as much or evokes responses quite as convincing.

The course named above and Dr. Riley bear a becoming mutuality. Her other courses are well taught, of course. They are indeed being well taught by other good teachers. But not Southern Life and Literary Culture! In a manner unique and vital she achieves the fusion of the course's halves. Southern life, at its best, is a reasonably vivid personal description of Dr. Riley. Except in professional routines (such for instance as the travel and service required by a five-year term as national President of the AAUW) it is the only life she has ever lived. Geographically she is bounded on the north by Louisville, Kentucky, and on the south by Clinton, Mississippi. Her father was one of the leaders in the Baptist ministry. Her mother was a teacher, and until lately was on the staff of Mississippi College. Her home was one of Southern Life and Literary Culture. Miss Riley attended Blue Mountain College. If you are not acquainted with the role that Blue Mountain has essayed in Southern Life and Literary Culture, it would be revealing to check the alumnae.

She taught one year at Bowling Green, Kentucky, and has finished her 29th year at Peabody College. Since Bowling Green and Nashville are almost directly between Louisville and Clinton, she hasn't had much

east or west either. Hers is a Southern Life, filled with Southern gentility and graciousness and discrimination. For indeed discrimination is one of the South's major premises. It over-emphasizes it at times, as indeed we are likely to over-emphasize all of our virtues. Alert and deep probing discrimination is the great rescuer of all of our culture, literary and otherwise. The people who homogenize milk, in one respect, set culture a bad pattern. It is not the process to use with the South's literary culture.

The South has always yielded a rich harvest of Literary Culture, and, since no true guardian of the harvest can do less, Dr. Riley quickly and unmistakably points out the tares to the harvesters. Her guidance in Southern Life and Literary Culture is of great profit to those who glean in the field, and any teacher who invests her guidance with love and wisdom, as she does, will have some of the yield accumulatively added to her own granary.

Southern Life and Literary Culture is but another way of saying Susan B. Riley.



# The Soviet Challenge for Technological Supremacy

*(We Need a Scientist's Bill)*

ANDREW ROCKOVER CECIL  
McMurry College, Abilene, Texas

The new technological developments in atomic energy and automation have vested in educational authorities a grave responsibility to encourage students to follow research, scientific, and technical careers. The shortage of scientists is not only a problem of abundant economy, but also a problem of national security. We are not training enough men in the complex science of operating and maintaining what has been developed. Russia has a huge armed force of highly skilled and trained men whose electronic equipment compares favorably with our own.

The dimensions of this danger to the security of our nation have been described in books, featured in magazines, discussed on the air, and have attracted front pages of our newspapers. The sobering facts are that the Soviets are progressing at an extremely rapid pace in the race for brain power and technological leadership. We are afraid, however, that the facts and estimates concerning Soviet capabilities have not broken through the crust of our consciousness.

Nicholas De Witt of Harvard University, in his recent book, *Soviet Professional Manpower*, points out the high quality of professional training in scientific, technical, and applied fields. The Soviet engineer obtains his professional degree after five to five and a half years of intensive training, while the American student obtains a similar professional degree in four years. The Soviet student is also required to be proficient in languages. English, the new language of science, is the favorite.

According to Dr. John R. Dunning, Dean of Columbia University, "Nothing can be done to prevent the Russians from gaining on us in scientific and technical manpower at a ratio of 2 to 1. Already we have lost the battle of engineering manpower, at least in numbers."

The Soviet Union produced as many Ph.Ds in 1953 as the United States; but while Soviet degrees ran 3 to 1 in favor of science and engineering, U.S. degrees were 2.3 to 1 in favor of the *humanities*. The head of the Central Intelligence Agency, Allen Dulles announced, "It is well to note that the Soviets are now turning out more university graduates in the sciences and engineering than we are, about 120,000 to 70,000 in 1955. In round numbers, the Soviets will graduate about 1,200,000 in the sciences in the 10 years from 1950 to 1960, while the comparable United States figure will be about 900,000."

The sinister warning of the long-range plan of world conquest by the Soviet Union with the help of experts and technicians is found in the recent report, "Engineering and Scientific Manpower in the United States," prepared by the Joint Committee on Atomic Energy: "It should be no secret that the United States is in desperate danger of falling behind the Soviet world in a critical field of competition in the education and training of adequate numbers of scientists, engineers, and technicians . . . It would be a major blunder to imagine that the Soviets lag behind us as abstract thinkers about the universe, or as practitioners of theories . . ."

There are many misconceptions about the quality of Soviet professional training. Dr. Ralph E. Lapp, Director of Nuclear Science Service, who attended the Peacetime Conference on Atomic Energy in Geneva, recently told the Cleveland Council on World Affairs, "I would like to lead up to the evaluation of the Soviet performance at Geneva by mentioning that, in the lay mind, there are many misconceptions about Soviet science. First, there is the general impression that the Soviet scientists are Johnny-come-latelys who are just getting into science. This, I submit, is quite untrue."

Four top U.S. physicists\*, back from a scientific conference in Moscow, shared with the editors of *The Wall Street Journal* the following major impressions of what is happening in Soviet science: "A decision has been made at the top to spare neither rubles nor men to gain scientific dominance in high-energy physics, the base for all atomic energy applications. The Soviet education system, far more rigorous

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\* Dr. Freeman J. Dyson, Institute of Advanced Studies, Princeton, N.J.; Dr. Robert E. Marshak, University of Rochester; Dr. Jack Steinberger, Columbia University; and Dr. Robert R. Wilson, Cornell University.

than that in this country, pushes the best students into science. Russian engineering and technical knowledge is far more advanced than many Americans realize. U.S. scientific visitors to Russia these days detect an air of scientific ferment and enthusiastic competition with this country in research.” (*Wall Street Journal*, June 13, 1956.)

Soviet Russia is building a technical economy from the top down. While Soviet leaders bid to make Moscow the scientific center of the world—in 1955 for the 25,000 high schools of the United States we produced 125 (!) physics teachers.

Lewis Strauss, Chairman of the U.S. Atomic Energy Commission, told the Thomas Alva Edison Foundation: “I can learn of no public high school in our country where a student obtains so thorough a preparation in science and mathematics, even if he seeks it—even if he should be a potential Einstein, Edison, Fermi, or Bell.” When in our schools the proportion of students studying algebra has dropped in the last 50 years from 56% to 24%, geometry from 27% to 11%, and physics from 20% to 4%—the situation is not any more a matter for academic debate. When half of this nation’s high schools do not offer courses in chemistry or physics—to paraphrase Grover Cleveland’s famous remark (made when he called Congress into special session to consider the economic crisis of 1893)—“We face a condition, not a theory.”

What is wrong with our educational system? What can we do to put the training in fundamental sciences and mathematics on a basis which will permit us to win the atomic race in either its military or economic aspect?

Dr. Homer L. Dodge, president emeritus of Norwich University, Vermont, and his son, Norton, who recently returned from a visit in Soviet Russia to investigate the Russian educational system, make a sharp distinction between educators and “educationists” in an interview which appeared in the *U.S. News & World Report* (Oct. 7, 1955): “The control of elementary and secondary school education in America, they declare, is in the hands of educationists who for the most part have not studied science and know nothing about it. They are anxious that youth ‘understand the influence of science in human life,’ but no word is said about understanding science itself. . . . The trouble began

when John Dewey said that not knowledge or information but self-realization is the goal of education . . .”

Of course, we may expect that some of our educators will not agree with the Dodges that “Dewey has been confuted and our youth cheated.” But undoubtedly there is a defensible compromise between education directed toward preparation for adequate living and education directed toward preparation to conform with the new realities of an atomic world.

Since the mastery of sciences—the essential tools of the atomic age—became an absolute necessity, *we need a more demanding, strict, and rigorous discipline.*

In July, 1956, in Geneva, at an international conference of top education officials from 74 countries, the chief Soviet delegate, Mme. Ludmila Dubrovina listed the following recent Soviet advances in education: Russia requires six years of mathematics for pupils between the ages of 11 and 17. In a series of “mathematics Olympiads” bright students can compete for a “national mathematics championship.” Mathematics clubs have sprung at every level of education (*Time*, July 30, 1956).

William Benton, publisher of Encyclopedia Britannica, in his report about education in Soviet Russia, told the Association for Higher Education, Chicago, Illinois: “At all levels, the Soviet students, like European students in general, work much harder than our American youngsters. Wearing their military-looking uniforms, Soviet children for the first four years concentrate on reading, writing, arithmetic, and Russian. In the last six years, more than 40 per cent of their time goes to science and mathematics. During these years, they must take algebra, geometry, and trigonometry. Also compulsory are four or five years of physics, four years of chemistry, two years of biology, a year of astronomy, and a year of psychology. Finally, each student takes six years of a foreign language . . . .”

Is a reformed curriculum with emphasis on sciences within the grasp of our youngsters? Without hesitation, our answer is, Yes. From this writer’s experience in teaching at the universities in Europe, South America, and the United States, we can emphatically declare that we have a vast reservoir of talents. With a proper educational climate our youngsters can meet the challenge of the new Soviet competition throughout the world.



To provide a proper educational climate, we should do as follows: *First*, encourage individual demonstrations of proficiency and capability to go into scientific fields. We should separate the more gifted children and not level them down to the “average” general level. The socialist state offers uniformity—it makes everyone poor. Uniformity of treatment of all pupils regardless of their learning capacity is a vicious perversion of the concept of democracy. Such imposing of artificial barriers to a child’s mental development and gifts degenerates “equality” (or rather uniformity), often confused with “democracy,” into a worship of mediocrity. We should, therefore, provide for our public schools an educational program designed to give terminal training to large numbers of students who have not the mental capacity to go to colleges, and a separate curriculum appropriate as college preparatory work. Rigorous, high quality courses in the field of sciences should be woven into the latter curriculum.

Some healthy signs of strengthening the high school curriculum are starting to appear on the educational horizon. For example, recent recommendations from a committee of the Texas State Board of Education studying what Texas high school pupils need for graduation include two laboratory science courses instead of one now required; less school time for practicing football, basketball, and other interschool athletics; and discontinuing health and physical education as one of the sixteen required graduation units. The committee also recommended that schools provide a variety of courses to give both the college preparatory and non-college preparatory pupils the subject matter they need.

*Second*, our high schools and colleges abound with talents worthy of encouragement that will nourish the curiosity of gifted minds. The passion to understand must be nurtured. Einstein once stated, “There is such a thing as a passionate desire to understand, just as there is a passionate desire for music. This passion is common with children, but it usually vanishes as they grow up. Without it, there would be no natural science and no mathematics.” John Jay Hopkins, Chairman and President of General Dynamics Corporation, in his address delivered before the Annual Thanksgiving Institute of the Oakland Public Schools, California, stated: “The only way mankind has discovered to

bring genius to fruition, and to pass along its gifts to those coming along after, is through teaching.”

This brings us to the second widely discussed problem—the shortage of science and mathematics teachers. The American Association for the Advancement of Science (AAAS) came out with an action program toward recruitment and training of an adequate number of able science teachers and scientists. The statement on the Science Teaching Improvement Program which appeared in the July 22, 1955 issue of *Science* (a document highly recommended to be read) contemplates various ways in which science teaching can be made more attractive.

The above mentioned statement lists the following factors responsible for the shortage of well-qualified teachers and the deficiencies of much of the instruction given in these fields: birth rate changes, lower salaries of teachers, educational policies and attitudes, and attitudes of scientists.

The upsurge of births in the United States during World War II and the post-war years brought a continued increase in high school enrollment. The teachers for the increasing high school population must be drawn from the generation born during the 1930s when birth rates were low. The small supply of newly graduated teachers is further diminished by industry, research, and occupations other than teaching which offer higher salaries than does teaching. The over-all shortage of new graduates in the field of sciences affects, therefore, the teaching occupation more than other areas of applied science.

Among the devices to meet the pressing current shortage the AAAS lists: higher salaries, better working conditions, awards for distinguished teachers, and employment of experts-consultants, who will tutor, assist, and serve as a source of information and help to the less experienced and less competent science teachers. As an emergency measure, the statement of the AAAS suggests possible changes in the certification requirements. There is a potential source of high school teachers of science and mathematics in individuals with substantial work in these fields, who are disqualified from teaching because they lack the required courses in education. The need for changes in the methods of certification is brought up also in the above quoted interview with the Dodges: “As a result of the educationist’s control of certification and advancement requirements, the teacher is forced into still more advanced work in education instead of in much-needed courses

in subject matter. Thus is ignorance perpetuated. What is needed is certification and advancement based on state-wide examinations in subject-matter fields.”

While discussing the efforts toward training an adequate number of able science teachers and scientists, we should point out these efforts are not limited to educators. More and more industrialists recognize the vital need for developing scientists and technicians who will constitute the mainspring of the American economy of tomorrow.

Grants, scholarships, and endowments are commonplace today. General Electric reports that more than 250 teachers from 38 states were studying under G.E. fellowships during the summer of 1956. Kenneth G. Patrick, manager of G.E.’s educational relations, stated: “Our only aim in sponsoring summer fellowships is to help teachers gain a more intimate knowledge of their subjects so they can increase student interest and enrollment in science and mathematics courses.” Since 1945 more than 1,600 teachers have received G.E. fellowships, and they “may have had some effect on the teaching of science and math to some 500,000 students.” (*Wall Street Journal*, June 26, 1956.) Shell Oil Company made its entry into the summer fellowship field in 1956 by offering free scholarships for secondary school and college teachers of science and mathematics at Stanford and Cornell Universities.

David Sarnoff, Chairman of the Board of Radio Corporation of America, in an address delivered before the National Security Industrial Association suggested that a National Educational Reserve be established in order that business may reconstitute the personnel it has drawn away from the school system. This Reserve would consist of qualified teachers in mathematics, physics, chemistry, engineering, and related subjects, and would be drawn from technological ranks of industry. “I have in mind,” said Sarnoff, “the release—and with full pay for at least a year—of a reasonable number of men and women for teaching assignments in their local schools. This unique Reserve could also mobilize those who have reached the retirement age, but whose knowledge and experience would make them inspiring teachers.”

The plan was projected to “bring the breath of living reality into the classroom” and to “restore the sense of adventure to technical careers and inspire many and able imaginative students to follow the scientific and technological disciplines into the college years.” The enthusiastic

initiator of this project admits, however, that the Education Reserve would have to be strictly an interim program to help meet an immediate situation.

To meet the "cold war of the classrooms" and the growing challenge of Soviet Russia, we have to undertake more efficient steps which will permit us to reach and then to surpass Soviet Russia in the production of scientists and engineers.

This author sees the solution in an Act of Congress for government-subsidized education of scientists. The GI bill was passed to restore lost educational opportunities to those service men and women whose educational or vocational ambitions have been interrupted or impeded by reason of active service in the Armed Forces during a period of emergency. We are now in a state of emergency. The Scientists' Bill would provide subsidized education for training of scientists whose skill in the present race for brain power and technological leadership will provide the only hope to prevent war eventualities.

The approval of institutions and training establishments qualified to provide training courses in the field of sciences, the factors determining the eligibility to this program of education, the type of courses or research, the number of credit-hours for which the student must be registered in order to be considered as pursuing the science career, and other details should be formulated by scientists, educators, and official agencies interested in scientific training.

The Soviet scientists are the best rewarded of the entire Union. According to William Benton the average professor in the USSR earns perhaps ten times as much as an ordinary Russian worker. Outstanding professors earn the equivalent of the annual salary of an American industrial corporation president. When Soviet Russia offers unparalleled salaries and prestige to scientists, we should at least aid persons who are able to enter the important fields of sciences which they normally could aspire to and obtain had they the necessary funds.

Secretary Folsom estimates that "each year about 60,000 students of high ability drop out of high school before graduation . . . and half of the students in the upper one-fourth of their high school classes do not go on to college." Dr. Alan Waterman, Director of the National Science Foundation testified before a Congressional Committee that of a given group of American young people with the intellectual ability required



of doctoral students 46 per cent finish college and only 1.7 per cent earn Doctor of Philosophy degrees or their equivalent.

The typical answer this writer receives from students of high ability who give up their scientific career is: "I have to make my way through college, and since science courses require hard work with afternoon laboratories, I was forced to drop them." In Soviet Russia every student who can make the necessary grades is entitled to a state scholarship which permits him to pursue his studies and to reach the top of the best rewarded scientific hierarchy.

From the GI bill we can learn indirectly what results to expect from the proposed Scientists' Bill. Lt. General Thomas S. Power, U.S.A.F., Commander of Air Research and Development Command, in his address before the National Security Industrial Association (January 19, 1956) compared the Soviet emphasis on technical training with our own program and stated the following figures: From 1940 to 1948, the curve of training in the engineering field in both countries was on a fairly even keel. We forged ahead in 1950 when all-time high of 50,000 engineers were graduated. *This spurt was due, in a large measure, to the GI bill for government subsidized education.* This figure has dropped each year since then, going to a low of 20,000 in 1955.

Many of our citizens emotionally resist federal aid to education because it may increase our tax burden, but long ago someone pointed out that a penny held close enough to the eye will shut out the sun. We did not hesitate to pour billions of dollars into the most imaginative and ambitious projects ever attempted in the field of electric power, sea and land transportation and communication, mass production, and atomic energy. Why should we hesitate to make investments in the most important national resource—education indispensable to our survival? Why should we hesitate to emulate the Russians in the support offered to those who are talented and desire education which, as Secretary Folsom recently said, is basic "to our collective strength in the cause of world peace"?

The figures and facts outlined above may make this writer sound like a Casandra. The truth is that we believe that we can do a better job than Soviet Russia. The hope of Soviet Russia lies in coercion and exploitation; the hope of the United States lies in freedom and cooperation.

No economist believes in efficiency of slave labor; no educator believes in far-reaching success of drafted students.

Our great intangible asset is faith. When human efforts and aspirations break away from religion, the results can be only disastrous. Dr. Arnold J. Toynbee, one of the greatest contemporary historians, describing the Benedictine Christian approach to work tells us that Saint Benedict reconsecrated man's work to God's glory and service; he put Christianity into practice by putting man's work back into its original and natural spiritual setting. Work is honourable occupation in itself, but is valuable only in so far as it ministers to the worker's spiritual welfare.

The evidence of past history quoted by Professor Toynbee proves beyond doubt that a man's work can be healthy and beneficial only when it is a part of man's religion. Whenever work has been divorced from religion, it has always become demonic and destructive.

Concluding his great address on "Man at Work in God's World" delivered before the Church and Work Congress (October 19, 1955) Professor Toynbee stated: "My first point is that Man's Work in God's World cannot be healthy or beneficial unless we consecrate it; . . . My second point is that the price of consecration is the same as the price of liberty; it is eternal vigilance—and the exercise of this vigilance cannot be delegated by you and me to the public authorities, civil or ecclesiastical, for them to administer it for us vicariously. This is not feasible, because the place where Work is consecrated is not the impersonal field of relations between us which we call Society; the place where Work goes right or wrong is the soul of each individual human being . . . ."

In Soviet Russia the scientist's spirit and soul are controlled by the state; his work, disassociated from religion, has become an end in itself—a demonic force. We pray that in this country the efforts of our scientists will continue to be, as every work had originally intended to be, an incidental means of spiritual edification. We shall meet the Soviet challenge when our work becomes a subordinate part of our religion which transmits to our work the spiritual driving force.

# The Kinds of Association which Prospective Teachers Need with Youth

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Educators have long been cognizant of the fact that actual experience promotes genuine learning. Peavey<sup>1</sup> noted that a fundamental point of view appearing in educational thought from Quintilian down to Dewey is that real learning cannot be effected remote from real living. The earliest one-year normal schools in this country recognized the importance of experience and required prospective teachers to devote a large part of that year to working with children in the model school.<sup>2</sup> Porter's<sup>3</sup> experiment in providing many types of meaningful direct experiences to prospective teachers gave evidence that these experiences contributed to growth in professional insight and judgment. Butler<sup>4</sup> analyzed criticisms and suggestions concerning teacher education and concluded that such education should include a rich background of field experience and a period of well-supervised, genuine experience in student teaching.

A more recent, intensive study<sup>5</sup> of the undergraduate programs in teacher education at five selected institutions in the Midwest indicated a definite trend towards providing increased, and also intensified, guided experiences with children and youth.

What prospective teachers should have, then, are diversified pro-

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<sup>1</sup> Peavey, Samuel B., "A Handbook of Professional Laboratory Experiences in Teacher Education." Unpublished Doctoral Dissertation, Teachers College, Columbia University, 1953. pp. 1-2.

<sup>2</sup> American Association of Teachers Colleges, Sub-Committee of the Committee on Standards and Surveys, *School and Community Laboratory Experiences in Teacher Education*. Oneonta, New York: The Association, 1948. p. 60.

<sup>3</sup> Porter, Mary R., "The Development of Professional Insight and Judgment in Teachers." Unpublished Doctoral Dissertation, The Ohio State University, 1938. 461 pp.

<sup>4</sup> Butler, Elizabeth A., "An Analysis of Published Criticisms and Suggestions Related to Teacher Training, and the Development of a Teacher Training Syllabus." *Abstracts of Dissertations*, University Chronicles Series, University of Southern California. University of Southern California Press, 1948. pp. 233-234.

<sup>5</sup> Harry, Shizuko N., "An Appraisal of the Undergraduate Professional Program in Secondary Education at the University of Utah." Unpublished Doctoral Dissertation, University of Utah, 1956. 405 pp.

fessional laboratory experiences designed “to develop understanding that goes beyond verbalization and fixed skills; [and] to develop action based upon thinking and the flexible and creative use of skills.”<sup>6</sup> Students should be provided with many, varied opportunities to associate and work with children of all ages.

### **Goal of Professional Training Through Association with Youth**

What should be some of the specific understandings and skills that prospective teachers should emerge with through association with children and youth? This section is directed primarily toward the education of secondary-school teachers, but the understandings and skills students should acquire pertain to all prospective teachers. The goal of professional training should be to provide prospective teachers with opportunities to:

1. Recognize that each individual matures at his own rate of progress toward his maximal potential, with rate of progress having little relation to the maximum.
2. Recognize that the interests and purposes of individuals of different maturity levels vary considerably.
3. Recognize that each stage in the developmental pattern has some elements of characteristic behavior.
4. Recognize that adolescence is a transition period between childhood and adulthood.
5. Recognize that developmental tasks play a dominant part in the life of adolescents.
6. Recognize that adolescence is frequently characterized by unstable behavior, awkwardness, and insecurity.
7. Recognize that some forms of conflict of behavior may be brought on by the expectations and customs of the community in which the individuals live.
8. Acquire skill in utilizing various techniques to learn more about the needs of adolescents.

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<sup>6</sup> American Association of Colleges for Teacher Education, *Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education*. Oneonta, New York: The Association, 1952. pp. 20-21.



9. Acquire skill in applying the principles of working democratically, for example, inviting youth to participate in planning, in making choices, and in evaluation.

10. Acquire skill in helping adolescents to become more objective and discriminating in evaluating their efforts and achievements.

11. Acquire skill in consulting with adolescents as individuals and also in groups.

12. Acquire skill in guiding small group work before taking charge of large groups.

13. Acquire skill in using the multiple motivations in a group in creative and original ways.

14. Develop a sensitivity to adolescent behavior, so that they will know in which circumstances to intervene and when not to intervene.

15. Ascertain whether or not they like working with adolescents, and whether or not they should continue in teacher education.

### **Guidance of Association with Youth**

Many of the experiences students need are the kinds of experiences they should have under guidance. Students require proper direction as they build skills and understandings through participation. Actually, the training of prospective teachers should be somewhat analogous to that of medical interns, because

. . . the complexity of the teacher's responsibility as one who supposedly works as mediator of the social and personal and intellectual affairs of human beings is no less important than that of the medical doctor who works primarily toward man's physical well-being.<sup>7</sup>

Sound cooperation between the university instructors in charge of field experiences and agency supervisors is essential for the best interests of the students and of the people served by the agencies. An adequate program for joint supervision and guidance by the university and the agencies is needed to bring about better insights by the students. The University of Minnesota, for example, stipulates that the agencies which take students must agree to give proper supervision and

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<sup>7</sup> Cottrell, Donald P., editor, *Teacher Education for a Free People*. Oneonta, New York: The American Association of Colleges for Teacher Education, 1956. p. 224.

to write an evaluation of the students' work on standard forms supplied by the university. All agency supervisors must be qualified to evaluate the students' performance and must hold frequent conferences with students to discuss their work and offer suggestions to them. The Ohio State University also receives good cooperation from the many schools and agencies where students obtain their field experiences.

### **Ways of Associating with Youth**

There are opportunities present in most communities for students to obtain practical experience in working with children and youth as assistants to supervisors, leaders, counselors, music instructors, arts and crafts teachers, readers, etc. Actually, the types of association which students have should be based upon their individual needs for developing increased professional understandings and judgments concerning child growth and development and the community in which the school is located.

Many community organizations willingly cooperate with teacher-education institutions and accept student helpers. Some organizations and agencies where students may be able to do volunteer work are: YMCA and YWCA groups; Boy and Girl Scouts; Camp Fire Girls; boys' and girls' community clubs; summer camps; recreational centers; church youth programs; settlement houses or their prototypes; public schools, especially participation in club and, possibly, athletic programs; kindergartens; day nurseries; children's hospitals, with special reference to normal children recuperating before returning to regular schools; juvenile research centers; and state institutions, such as the schools for the deaf and blind, children's health centers, and crippled children's service centers.

### **When to Provide Association with Youth**

When should practical field experiences be offered to students? The generally accepted practice seems to be to provide contacts with children, youth, and adults before student teaching, which is usually sometime in the senior year. Attempts to provide professional laboratory experiences after student teaching are not numerous. Western Michigan College introduces students to field experiences in their freshman year.

Ball State Teachers College in Indiana offers youth agency work to sophomores on an optional basis, but requires participation in the junior year in one of the classes at the campus laboratory school. The University of Minnesota requires youth leadership activities in community agencies during the junior year. The Ohio State University encourages students to participate in the September Field Experience at the beginning of their sophomore year. The university requires various types of field experiences before the student is accepted for student teaching.

Optimum practice might be to provide varied field experiences to students as soon as they are admitted to the college of education, and to follow up student teaching with a period of professional laboratory experiences. Post-student-teaching observations and participation would:

. . . (1) permit students to do more intensive work in areas of special interest or competence; (2) . . . make it possible for students to strengthen shortage areas; (3) . . . help students gain a new overview of the larger school situation and to study the interrelationships of its various parts.<sup>8</sup>

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<sup>8</sup> American Association of Teachers Colleges, Sub-Committee of the Committee on Standards and Surveys, *School and Community Experiences in Teacher Education*. Oneonta, New York: The Association, 1948. p. 199.

# Pioneer Concepts of American Public Education

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The obvious weaknesses in American public education are often played up by educators as well as by those persons outside the arena of public education. The writer believes it is urgent that the strengths of American public education be emphasized. Some have defended the education field with the arguments of the crowded classrooms, the shortage of teachers, the battle over books, the federal aid issue, the skirmishes over religion, the clarification of educational policies, *et cetera*. In view of the temper of the times, educators are in need of taking the offensive by playing up the following basic truths or living realities in American public education:

Public schools are essential to democracy. Even a cursory survey of our heritage will quickly reveal that public consciousness for education is deeply rooted in America and is most essential to the well-being of the American people. The educational ideals of early leaders should never be lost to view in spite of politics, precedents, traditions, and adverse circumstances clouding these ideals to the point of obscurity at times. The ultimate public victory, however, must recognize George Washington's plea to promote institutions for the general diffusion of knowledge. In Washington's farewell address to the American people in 1796, he said:

Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

Jefferson called for an educated citizenry to hold the powers of government. Jefferson writing to Colonel Yancey of Alabama in 1816 said: "If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be. . . ." Earlier in 1787, Jefferson had written to James Madison from Paris saying:



Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of ■ due degree of liberty.

What Jefferson aspired to promote and inspired others to do in education was immense. In 1817, while he was working with the Rockfish Gap Commission on public education in Virginia, he wrote that he wanted: "A system of education which shall reach every description of citizen from the richest to the poorest, as it was the earliest, so will it be the latest of all public concerns in which I shall permit myself to take an interest."

John Jay, the first Chief Justice of the United States Supreme Court, looked at education as a means to prevent crime. In a letter to Benjamin Rush, he said:

I consider knowledge to be the soul of a Republic, and as the weak and the wicked are generally in alliance, as much care should be taken to diminish the number of the former as of the latter. Education is the way to do this, and nothing should be left undone to afford all ranks of people the means of obtaining a proper degree of it. . . .

James Madison saw in education the means for an upright government. While Madison was serving as the fourth president of the United States, he wrote:

A satisfactory plan for primary education is certainly ■ vital desideratum in our Republic . . .

A popular government without popular information or the means of acquiring it is but a prologue to a farce or ■ tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and ■ people who mean to be their own governors must arm themselves with the power which knowledge gives.

John Adams, a Federalist and a conservative, looked upon American public education as the wisest and surest means to guarantee economic prosperity and political freedom. He expressed new ideals for American public education when he wrote:

The instruction of the people in every kind of knowledge that can be of use to them in the practice of their moral duties as men, citizens, and Christians, and of their political and civil duties as members of society and freemen, ought to be the care of the public, and of all who have any share in the conduct of its

affairs, in a manner that never yet has been practiced in any age or nation. The education here intended is not merely that of the children of the rich and noble, but of every rank and class of people, down to the lowest and the poorest. It is not too much to say that schools for the education of all should be placed at convenient distances and maintained at the public expense. The revenues of the State would be applied infinitely better, more charitably, wisely, usefully, and therefore politically in this way than even in maintaining the poor. This would be the best way of preventing the existence of the poor. . . .

Laws for the liberal education of youth, especially of the lower classes of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

Benjamin Franklin, according to Matthew Arnold, was the weightiest voice that sounded across the Atlantic. Franklin found Philadelphia behind Boston in two respects, "there being no provision for defense nor for a complete education of youth; no militia nor any college." He set about remedying both defects and in the course of time was successful. The public library owes its origin to Franklin's Junto which succeeded in forming a circulating library. As Franklin says in his *Autobiography*:

This was the mother of all the north American subscription libraries, now so numerous. It is become a great thing in itself and continually increasing. These libraries have improved the general conversation of the Americans, made the common tradesmen and farmers as intelligent as most gentlemen from other countries, and perhaps have contributed in some degree to the stand so generally made throughout the colonies in defense of their privileges.

Franklin's *Proposals Relating to the Education of Youth in Pennsylvania* in 1749 sounds like the prospectus of a "comprehensive high school" of the mid-twentieth century as described by James Conant. A passage from the proposal will suggest Franklin's comprehensive approach to education. He said:

All intended for divinity should be taught the Latin and Greek; for physic [medical students] the Latin, Greek and French; for law, the Latin and French; merchants, the French, German and Spanish; and though all should not be compelled to learn Latin, Greek and the modern foreign languages, yet none that have an ardent desire to learn them should be refused; their English, arithmetic and other studies [commerce, politics, natural resources, oratory, debating, and journalism] absolutely necessary, being at the same time not neglected.

Thus, Franklin shifted the center of gravity from altogether classical preparation to a center of equalitarian usefulness and practical preparation. In his *Autobiography* the genesis of the academy, the predecessor of the American high school, is described. He says:

The first step I took was to associate in the design a number of active friends, of whom the Junto furnished a good part; the next was to write and publish a pamphlet, entitled *Proposals Relating to the Education of Youth in Pennsylvania*.

Another promoter of the free public school system was New York's Governor De Witt Clinton. In 1805 Clinton organized the Free School Society, later known as the Public School Society. Shortly afterwards, he reported:

Ten years of the life of a child may now be spent in a common school. . . . The outlines of geography, algebra, mineralogy, agriculture, chemistry, mechanical philosophy, surveying, geometry, astronomy, political economy and ethics might be communicated by able preceptors without essential interference with the calls of domestic industry.

In 1827, Governor Clinton added: "The great bulwark of republican government is the cultivation of education; for the right of suffrage cannot be exercised in a salutary manner without intelligence."

Several of the states closely followed the example set in 1879 by Jefferson in his "Bill for the More General Diffusion of Knowledge." By 1803, Massachusetts, New Hampshire, Delaware, Georgia and Ohio had written clauses into their constitutions which were very similar to Jefferson's.

In 1837, Governor Edward Everett of Massachusetts made this statement: "The wealth of Massachusetts always has been and always will be the mind of her children . . . ;" [therefore, promote public education].

The Federal Government in the Ordinance of 1787 resolved that:

Religion, morality and knowledge being necessary to government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Concerning this Ordinance of 1787 Daniel Webster later said: "I doubt whether one single law of any lawgiver, ancient or modern,

has produced effects of a more distinct, marked and lasting character than the Ordinance of 1787.” He further saw that America’s free institutions must rest upon an enlightened electorate. Upon speaking about education in an Indiana address of 1837, he said:

Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school houses to all the children of the land. Let no man have the excuse of poverty for not educating his offspring. . . . On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.

Ralph Waldo Emerson showed his concern for the ideals of equality of opportunity and universal education by saying: “Efficient universal education is the mother of national prosperity.”

The Working Men’s Committee of Philadelphia in 1830, urging public schools for Pennsylvania, came forth with this striking statement:

. . . In a republic, the people constitute the government, and by wielding its power in accordance with the dictates, either of their intelligence or their ignorance; of their judgment or their caprices, are the makers and rulers of their own good or evil destiny. . . .

When the Committees contemplate their condition and that of their fellow laborers; when they look around on the glaring inequalities of society, they are constrained to believe, that until the means of equal instruction shall be equally secured to all, liberty is but an unmeaning word, and equality an empty shadow.

In 1908, Woodrow Wilson made a statement which sounds like an echo of what Jefferson said in 1879. Wilson said: “No free government can last in health if it lose hold of the traditions of its history, and in the public schools these traditions may be and should be sedulously preserved. . . .”

It was the vision of men like Benjamin Rush of Pennsylvania, Noah Webster and Horace Mann of Massachusetts, Archibald D. Murphey of North Carolina, and Caleb Mills of Indiana that blueprinted public education. The blue-print for public education is continually being revised and re-evaluated by American leaders today. Paul Monroe gave further emphasis to the ideal of equality of opportunity in 1918 writing on the “Origin of the Elementary School System in the United States.” At that time Monroe advised:



. . . the time has arrived when it becomes the paramount duty of every friend to the happiness and freedom of man to promote ■ system of education that shall embrace equally all the children of the state, of every rank and condition.

More recently, in 1950, these ideals of equal, universal, and utilitarian education were promoted by the National Council of Chief State School Officers in *Desirable Principles and Policies in Educational Administration*. The Council said:

The state should promote equality of educational opportunity for all by requiring non-public schools to provide foundation programs of the extent and quality required in the public schools. . . .

Programs of elementary and secondary education should: (1) Be planned as related, continuous, and articulated experiences appropriate for all children and youth; (2) Serve the common and peculiar needs of all children and youth; (3) Be adjusted to the requirements of the individual and to the changing conditions of society and should be free and available to every person who can benefit from it.

There is great similarity between the pronouncements of 1950 and those of Rush, Mann, Stevens and other early educators. Dr. Benjamin Rush advocated that free schools be “. . . established in every township, or in districts consisting of one hundred families.” Furthermore, in 1786, he recommended that:

. . . the same system of grammar, oratory and philosophy, will be taught in every part of the state, and the literary features of Pennsylvania will thus designate one great and equally enlightened family.

Archibald D. Murphey in 1817 proposed that: “Poor children are the peculiar property of the state, and by proper cultivation they will constitute a fund of intellectual and moral worth.”

American public schools have been successful. The American historian, Henry Steele Commager, recounted some of the triumphs of American public education in *Life*, October, 1950. Among other things, public education created national unity through the teaching of self government. American writers like Webster, Cooper, and McGuffey gave Americans a common and universal means of communication. American public schools have Americanized over eight million immigrants since 1840. In short the public schools have kept us a free and united people, according to Professor Commager.

The reader may ask, why did America establish, without precedent, such schools as she has today? Why this faith? Why does she have compulsory attendance laws? Why does she levy taxes for schools? All these answers lie on some intangibles of faith and understanding of human personality that are tied up in the principle of equality of opportunity and self-realization. Once more, public schools are essential to the operation of our democracy. Thomas Jefferson was aware of this; educators today are aware of it too.

As educators look reflectively over these basic ideals of public education, they should gain assurance that the public schools have won their place in public life. Since America operates in the frame-work of democratic principles, educators and the public together can keep public education appreciated by having sound foundations for it, knowing of its amazing development, and paying more liberally for it from America's boundless resources. Then, every American can say with William Allen White: "I am not afraid of tomorrow, for I have seen yesterday, and I love today."

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## INTRODUCTION TO EDUCATIONAL MEASUREMENT

Victor H.  
Noll,

*Michigan State  
University*

For those who wish to go beyond the basic statistics presented in the body of the text, an appendix is provided in which the statistical material is brought to a level consistent with the needs of counselors, guidance workers, school psychologists, and teachers in service who desire a more thorough knowledge.

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# The Teaching of Current Events

**R. RODERICK PALMER**  
The Ohio State University

EACH generation in its turn will face problems and must be prepared to work toward their solution. This fact presents a continuing challenge for the schools to deal with current affairs. It is essential to provide an educational program designed to further the development of an enlightened public opinion. Schools, colleges, radio, and press share the responsibility for developing an informed and enlightened citizenry. There is no standard pattern for this work. In a progressive program there should be developed from the time pupils first come to school:

The habit of keeping informed on current affairs

A competence in the skills of inquiry and discussion

An understanding of the background of contemporary problems

A willingness to participate in public affairs.

The study of current events should become an integral part of the social studies. It is not intended to take the place of courses in history, geography, and education for citizenship. The focus in the treatment of current affairs should be on basic processes. Life should be viewed as an on-going process in which society is being re-made and re-fashioned and in a state of constant change. During a given school year, pupils can study thoroughly only a limited number of problems, processes, or issues. In addition, current issues of great significance should be studied even if they are not closely related to the topics of the systematic courses. The necessary planning should be the joint responsibility of teachers and pupils. A variety of methods of study should be used, such as reading, observing, listening, interviewing, assembling, and organizing data, discussing, working on committees, reporting orally and in writing, dramatizing, putting conclusions into action, and other methods already set down.

The study of current affairs should utilize as wide a variety of



sources of information as possible; for example, special current affairs, periodicals, newspapers, magazines, pamphlets, governmental documents and releases, radio and television programs, recordings, forums, interviews, field trips, current affairs clubs, exhibits and the like. Basic materials should provide an unbiased presentation of essential and pertinent data. For this purpose periodicals especially prepared for school pupils may be particularly helpful. The U. S. Office of Education and the National Education Association can provide a great deal of free material.

### *METHODS OF DISCUSSION*

The discussion and its methods play an important part in the life of a democracy. The practice of discussions in the school should, therefore, be considered an essential part of modern education in the social studies.

Certain prerequisites include first, teacher training. A reorganization of the teacher training program is the prerequisite for the introduction of discussion as a principle of instruction and education. Such reorganization comprises the following avenues for the student:

1. Practice of discussion in all school subjects.
2. Method of discussion as a special subject for advanced students.
3. Organization of extra-curricular discussion groups among the students in order to practice the technique of discussion of current events.
4. Collection and appraisal of mass media reporting world news and occurrences.
5. Leading youth discussion groups by teachers.

Secondly, in-service training provides practice in discussion methods in all areas of school life; for example, conferences, workshops, parents' meetings, school administration, and other areas; special courses in order to train effective discussion leaders; organization of discussion groups among the teachers in order to arrive at conclusions on current events problems.

Application of discussion methods on the primary and intermediate levels would disclose that children must never hesitate to raise ques-

tions; children should get accustomed always to say what they think; children should learn to listen to the opinion of another person in a courteous way, in becoming familiar with discussions. The upper levels (grades 7-13) should show further possibilities for the development of discussions. Teachers should establish groups of a common interest level. Discussions should be held on a larger scale; for example, the functions of the student council, radio and television discussions, the value of the extra-curricular program of the school, emphasis on athletics, student failures, and many other matters that the students find themselves directly concerned. Weekend discussion groups outside of school in community centers should be encouraged.

The discussion procedure for these groups is important. The problem to be discussed must be of interest to all participants. The members of the group must have possession of the facts pertaining to the topic under discussion. The perceptive faculty of the participants must be taken into consideration. The more skilled the participants become in the art of discussion, the less should the teacher dominate them. At the end of the discussion the results achieved respecting the various points of view must be formulated. Stress should be laid upon respect for differences of opinion of the various members.

It is surely wise to list some impediments to an effective discussion. The separation of members according to their sex and age would provide an unsatisfactory basis for discussion of most subjects. The same applies to a grouping of the members according to their philosophical, party-political, or social views.

It should be a principal concern of any current affairs group, as it is of every other type of instruction, to visualize its problems. Elucidation and enrichment of the subject matter should be the primary aim of such a group. Improvement of speech techniques should be striven for. Enrichment of experiences and information should be paramount. The students should be trained to express their opinions freely, to take a critical attitude, and to be free from prejudices. They should be educated to respect the opinions of other people; and finally, they should be educated for responsible participation within the group.

Teaching current events can be done in many ways. Your plan may work. The culminating objectives are the paramount motives for your striving to effect a satisfactory program.

# Sociodrama Applied on a Teacher-Training College Campus

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How can sociodrama help to resolve the human conflicts that develop on the student level on a teacher-training college campus? This is the question that occupied the attention of several Central Missouri State College teachers as they probed group and inter-group relations. The unique tool which these investigators employed is "sociodrama," a technique which projects the problems of groups into action through language. It is language in action in its natural context.

When a student arrives on the campus of his choice, he becomes involved with four major types of group relationships: (1) student to administration, (2) student to faculty, (3) student to student, and (4) student to community. These new relationships constitute a four-year conditioning process. If he makes a satisfactory adjustment to these basic groups, then he is likely to acquire that attitude of mind so requisite for the end result—the socially-conscious teacher.

An integral part in this attitude is the extent to which the school fosters a feeling of belonging. This feature implies to a certain degree a freedom of choice which makes possible participation. Unless this positive attitude of participation takes place, then a tension develops which deters the lines of communication between the different groups in the college community.

But supposing the flow of interrelationships to be free, then the effect of this is to build greater mutual confidence which in turn enables groups to talk and to get action. There must be *belief* in the student by the administration, faculty, and community groups for mutual understanding. Now if there is belief, there will be grounds for agreement between these three groups. And with that as a basis, it becomes obvious that language is this practical medium for human beings.

Considerable progress was made on the CMSC campus with these group-therapy techniques. Significant among these outcomes was the issuance of a report.<sup>1</sup>

It was in the pursuance of resolving the tension in these aforementioned areas that sociodrama was employed. From the numerous applications made we will examine one case from each area.

## I

In an effort to bring student and administration closer together, a sociodrama was conceived by twenty-three students in an advanced speech class and presented before a campus group numbering nine hundred observers.

For sociodramatic preparation the students spent two weeks exploring problems of student-administration relationships on the campus. Starting from a limited point of view comprising twenty-three investigators, they soon enveloped an all-student-body point of view. Under stimulus of the sociodramatic leader several scenes dramatizing human conflicts on the campus were extemporaneously played out. These scenes aroused questions regarding *their* food services, *their* course offerings, *their* proposed student-union building, and *their* convocations. The vivid role situations clarified these relationships for the observers. Following this phase there was an opportunity for the airing of views by observer-participants.

Members of this speech class considered this program as an initial step toward the betterment of student-administration relationships. The consensus of opinion by all present seemed to agree that mutual misunderstanding and incomplete intercommunication was at the core of the difficulty.

## II

A second experimental approach dealt with student-faculty relations. Taking place in a freshman communication class, students and instructor employed spontaneous sociodrama to eliminate self-consciousness of student toward teacher. Appropriate levels of usage was the convention-approach for acquiring an insight into the relationships of

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<sup>1</sup> Johnson, M. R., and Rau, G., *Some Uses of Sociodrama (Role Playing) in Classroom, Campus, and Community Groups*. (This material was submitted to the North Central College Study and was made into a packet for distribution to thirty participating institutions. Spontaneous and planned sociodramas comprise the extent of this study.)



language and behavior in social situations. Leader and students reenacted such problem scenes as student behavior roles at teas, receptions, and conferences. Values that resulted from these class experiences were: (1) students gained greater rapport with the teacher; (2) as a flexible device students could play out numerous responses; (3) it presented the relationships concretely and vividly; and (4) numerous students participated in the roles and thereby gained reality practice.

### III

In another freshman class the need for improved courtesy between students was explored and dramatized by means of spontaneous sociodrama. Central in this study was the use of the telephone in social interrelations. Occasion for this program came with the unit on "Conventions of Language," during which time stress was being laid upon conventions of writing and speaking. The writing phase dealing with conventions of everyday life was then completed. Once an initial situation was selected, four young men and women stepped forward and played roles of typical telephone conversations. These dual roles revealed both egocentric and socially acceptable natures and the inevitable results that each produced. The leader then evaluated language weaknesses and adequacies in the etiquette of a young man calling a young woman for a date. A spirited group discussion followed.

Observers and role players alike admitted that glaring defects were present in the social awareness pattern of the average student.

### IV

Striving to meet the problem of security and insecurity of the young person in a campus Laboratory Training School, constituted the fourth experimental area. The Parent Teachers Association had under study the topic, "Foundations for Child-Citizenship," and requested a small group to prepare some structured ideas with a view to presenting them spontaneously at its next regular meeting. This small group of four including two teachers, a student-teacher, and a mother, prepared an initial situation of insecurity. In the warm-up period the leader invited each role player to identify himself in a family problem characterized by broken parental relations resulting in insecurity in son and daughter.

In the next scene, which was suggested by an observing parent, a second mother-role evolved. The contrasting mother roles stimulated spontaneous projections of the observers into the problem.

Suggesting a third scene, a parent came forward to play still another mother-role after which prolonged discussion ensued.

### **Conclusions**

Such efforts in probing group and inter-group relations encourage continued experimentation. The adjustment problems treated on this college campus exist undoubtedly on every other college campus. Any aid designed to mold the socially conscious student and teacher should be utilized.

What then are the values of sociodrama as applied and evaluated by these investigators on a teacher-training college campus?

- (1) Since there is an indirect impact rather than an authoritarian, all in the group can see their mutual problems mirrored.
- (2) It is realistic reality practice.
- (3) It adds creativity and variety to the teaching approach.
- (4) Because the problems treated are on the fact level of language (as opposed to that of the symbolical), its very simplicity makes it more digestible to the observers.
- (5) As a democratic process, it is positive and introduces a permissive climate which results in group sharing.

# For the Love of Art

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"I believe in art, because I believe in richness of life."

—Will Grant Chambers.

It is logical that everyone should want an abundant, satisfying life, but unfortunately, there are few who appreciate the lasting pleasures of life, or know the nature of these pleasures. Art, a vital part of life, is often overlooked. It is not a separate entity, but a spirit of beauty that pervades all. The problem is not so much creating a more artistic or beautiful world, but merely recognizing the beauty that is already present.

Every individual possesses the ability to recognize and appreciate beauty, but many times this ability needs cultivating. True, there are some in whom the appreciation of beauty seems inborn, but these are few compared to the masses. Because of this dormant factor within human beings, which is so important to a full life, Art Education cannot be passed over lightly.

We teach our children cause and effect. We teach them kindness, respect, and ethics, but how many of us show them the joy and beauty that is art? We say, "Learn to appreciate a good job, a successful man, parents, and the necessities of life." Too often we forget to tell them the happiness that can be found in a simple daisy, or a brightly colored rock. We deny them the wonder felt when seeing a jet vapor trail streaked across an orange sky at sunset. We forget that even man himself is a work of art created by God.

Art, too many times is considered a separate subject, to be taken as an elective course in high school, usually by those students who have already developed a certain amount of appreciation, or they would not be taking the course in the first place. The persons who are missing the beauties in life, continue to miss them. Art is not, and should never be considered set apart. The basic elements of art, or beauty (the two are inseparable) should be taught in every class in high school. It would

be impossible to have all teachers so well trained in art principles that they could integrate art thoroughly with their subject fields. However, it could be done in another way.

Four teachers could be employed. One each in the subject fields of Science, Social Studies, Literature, and Art. These teachers would be known as coordinating teachers, and would have no specific classes. Their responsibility would be to coordinate the teaching of art with each of the other fields.

Science may be used as an example. Many students make rock collections. Why not bring their attention to the color, texture, shape, form, and line, as well as to the scientific name, age, and forming process of the rocks? Nature is art in its pure form. Every design of any kind created by man, is a copy of nature. The art coordinating teacher could spend time with the science class, and explain the design found in nature, as a supplement to the facts presented by the regular teacher.

Since art is one method of recording history, it could easily be brought into the study of history. If the history teacher were teaching ancient Greece, the art coordinating teacher might be called in to discuss the art aspect of Greece.

When studying Hamlet in literature, the coordinating art teacher could present points about old English architecture, thus bringing in Hamlets surroundings.

This system would be reciprocal. If the regular art teacher were teaching color, the coordinating science teacher could lecture on the subject of colors found in science, as in soils, rocks, and insects. Shown that the first pigments were made from minerals and soils, the students would learn not only good color combinations as found in nature, but also, the names of minerals, types of soils, et cetera, in the process.

When coordinating art with English, the art teacher might explain styles of writing, beginning with pictures, the first form of writing. This could be followed by other types, such as Chinese calligraphy. Each Chinese letter is a picture in itself, depicting the character of whatever is being written about, according to how the symbol is drawn. Facts like these could be brought into English, History, and Language classes, to give the students a much broader realization of the overlapping of all knowledge, and the importance of art as beauty and design.

It is possible that some ideas may be covered twice in this system,



such as Hamlet and English architecture being taught in literature class. The repetition being in art class when studying architecture as a unit, with a lecture by the literature teacher on the times built around the architecture, or the science teacher's discussion about certain types of buildings built in certain locals, due to lack of wood, earthquakes, and heavy rainfall. However, each class would have a different subject as a basis, and slight repetition would serve to clarify ideas in the students minds.

Art need not be restricted to these fields. Every boy knows there is beauty in a new engine when he looks under the hood of a 1957 auto, but does he know why? If a student saw a model of the earth satellite to be launched soon, would he realize that it is the ultimate of scientific precision and knowledge, and also a work of art in its' color and abstract design?

Actually, every course taught is connected in some way with art. Typing teachers teach the proper form used in writing formal and informal letters. They should also teach why it is good form, that is, formal and informal balance, a basic principle of design. Granted, every course has some connection with every other, but an appreciation of art is so vital in creating and preserving a beautiful world, and in giving a deep inner satisfaction to life, that we need more emphasis on it.

I would like to see a plan of this basic type arranged in detail and put into the high school system, in order to insure a needed understanding of the relation between art and other subject matter.

# Learning Outside the Educational System

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Robert Hutchins has declared "that whatever can be learned outside the educational system should be learned outside it, because the educational system has enough to do teaching what can be learned only in the system." This is good advice, even in a sense not specifically intended by Mr. Hutchins.

There are few subjects, if any, that cannot be learned outside an organized educational system. In fact, most learning is accomplished outside such systems. Education in formal systems acts as a good starting point for further education.

People are not born knowing what they like, or what is best for them. They are shaped by the culture in which they are reared. In turn, when they have become adults, they help shape the culture and pass it on to the next generation. Formal education is an important method used in our culture to transmit the ideas considered important. It is a means of giving an operational base to the children.

But one continues to learn after he leaves formal education, whether he leaves after finishing the first grade or after having been granted the degree of doctor of philosophy by some university. Certainly as much as possible should be learned by every individual before, during, and after attending an educational system.

It is now possible, due to rapid means of transportation and to experts trained in techniques of comparative education, to gather information about and make use of ideas that exist in educational systems of foreign countries. Certain common problems exist. This necessitates learning not only about one's own country, but also something of the rest of the world.

One approach to the solution of these problems has been carried out by the United Nations through fundamental education. The basis

used has been teaching people how to utilize their different environments in order to improve their individual status.

In each country, educators had to consider what education was of most worth. In each case, they had to determine how to induce these people to learn everything they could outside the formal educational system, and, at the same time, how and to what extent the formal system could be changed. The needs and desires of the people were studied, as were the educational attempts and products of that country.

The educational systems within the United States have been undergoing attacks. Some critics have no constructive criticism; others have. Few have accepted the first two criteria suggested by Harold Benjamin—those of studying the needs and desires of the people. Their concerns have usually been with the educational attempts and products. For example, while criticising specialists as an evil of the United States' educational systems, some act as specialists and advocate a panacea.

Intellectual attacks upon a system are good. Problems should be brought to light and squarely faced. In order to attack, to meet the attacks, to defend positions advocated, to accept new viewpoints, or to decide what education is of most worth, it seems advisable to follow Hutchins' advice to learn as much as possible outside formal educational systems, as well as inside them.

# Applying Principles in a Changing Curriculum

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Clinton.

The crux of this article is to help to show the deliberate application of specific principles of learning and how they will enhance the learning process itself, and cause learning to be more meaningful and purposeful to the students concerned.

It has long been reiterated in the textbooks of the nation that the real problem of curriculum, and all other phases of education should be directed at improving the learning situation for children, or students, whatever their age. The curriculum, when divided into specific parts for the sake of discussion, is composed of three main parts. These three, (1) organization, (2) content, and (3) method are the basic elements. Within them are many and varied problems for the teacher. Many heated philosophical arguments have developed over how we shall organize for learning, and how we shall determine the method to be used.

Let us take a look first at what we want in a teaching-learning situation. No doubt what we desire is successful teaching; this is simply teaching which brings about effective learning. Thus, the ultimate criterion seems to be centered in results.

The main concern here is not to propose an infallible solution for all teachers, but to cause deeper and broader concern for those who may be fast sinking into the midst of toil and activity for the sake of toil and activity rather than a rational approach flanked with analysis and caution.

In our continuous search to make life more intelligible and learning more meaningful many of us have wandered down the trail of meaningless rambling toward the sea of eventual chaos. In short, we have leaped before we have looked. Curriculum changes have backfired, student interests have declined, and teachers themselves have become



complacent and dormant in their thoughts about their professional advancement.

Perhaps one of the guideposts curriculum workers have long ignored is the fact that curriculum change involves a change in people, in attitudes, in ideas, and in concepts. Many other intangibles are involved. Understandings, relationships, habits, and patterns of working and responsibility are necessary considerations for curriculum change.

No foolproof remedies are about to be prescribed; the truth is that success in teaching, which is really the subject at hand, is not and should not be defined in terms of procedure or methodology alone. People have quibbled for years about the fashionable and the unfashionable, the up-to-date and the out-of-date, the traditional and the progressive, and the controversy is still on. Effective teaching is not a matter of choosing a certain method, but it is a matter of being able to apply tested principles of learning, psychologically sound, which will indicate how learning must proceed, if it is to succeed, which we set as our criterion.

### **A Changing Society**

Our people are interested in our schools, they show this in a variety of ways. Financial support for our schools rises each year. The P.T.A. now boasts of 10,000,000 members, educational television is now in operation in many places, and the Ford Foundation has granted the largest financial assistance to support education ever recorded in history.

Some of us who have failed to see the interest of our publics in education have also failed to see the changes in our society. Our culture changes rapidly, but what of our schools? Our culture has passed through the frontier stage, gone from agricultural to industrial and technological, and on to the present age of the atom and automation. General Sarnoff has recently reminded us that leisure, not labor, is our problem of the future.

Are we, as educators, effectively meeting these changing times? Many of our schools will not measure up to standards which passed by us decades ago. While hundreds of millions of dollars are spent in general research and industrial research our educational researchers lag behind with but a fraction of this huge expenditure used in other areas. The truth is that we have fallen behind because we have failed to

analyze, evaluate, look, think, and research. Research is necessary for progress. It must be done. Pure research should continue while action research aids in its implementation. Research in the classroom will help improve learning quite as much as the basic research carried on in the laboratory. The very nature of this research idea will help us to learn that we must share our *nuggets of knowledge* and *pearls of wisdom* gained by our experience. Research activity will help to produce changes in us that will reflect in our curriculum. This is where real change is felt. Try some projects of your own and see if you will agree?

### Some Old Arguments

Repeated arguments as to whether teaching is, or ought to be, guidance or direction have been hashed and rehashed over the years. The truth is it ought to be both, and that if it is both it will bear fruit. Teaching, is also, in large measure, a matter of organization. So is curriculum. If we are to succeed, perhaps change of content and method of curriculum are the points of lesser concern, although they are very important, and organization, based on an analysis of the application of psychological principles to learning situations, is the main concern. Let's look at it another way. Perhaps we can improve teaching easier and more meaningfully, and purposefully, by examining our curriculum from the standpoint of characteristics of a good curriculum and principles of learning which apply under each main curriculum characteristic. Thus, I shall attempt to set up some characteristics of a good curriculum, at any grade level, and under them point out some learning principles which would be considered if desirable results are to be maintained from our teaching. Some of these characteristics and their illuminations follow:

1. *Learning must be related to living.* The teacher must know how a child learns, what he can learn, the best time to teach it to him, and the character of a good performance. Realizing that learning takes place best in a simple, concrete, and abundant context the teacher teaches Bill to play ball by actually enjoying this sport. He lives the game fully and genuinely, and he learns while he enjoys and matures. His learning culminates in life lived fully and purposefully and yet he learns to generalize all the more. Wasteful indeed would be the

extensive chalk talk, and meaningless verbalizations of how to do it. Perhaps we can borrow the oft spoken three words *live and learn*.

2. *Learning must consider the maturation of the pupils.* Several important principles loom large at this point. Education to be most effective must be adjusted to the child's own way of growing, learning, and living. Spending many months trying to learn at an immature level what can be learned in a few weeks at a more mature level is an expensive and wasteful way of doing things. Witness the bandsman father trying to teach his first-grade son to play the trombone. Not only is his chin in the mouthpiece, but his heart really isn't in it, and his physique wasn't meant to do it just yet.

We should also take cognizance of the fact that attention span increases with age, and especially in self chosen activities. Older children are better able to work for the more deferred goals than the very young. A ten- or eleven-year-old may delight in assembling a complicated model airplane kit while our energetic, but less involved, six-year-old friend will soon have it in pieces far beyond our recognition, and discarded for something more pleasurable in nature and more commensurate with his maturation level.

3. *Learning must utilize the normal drives of children.* Just as real learning is associated with doing, so new knowledges come to children through new ways of doing, new concepts, new experiments, new explorations, and new understandings. We must encourage experimentation in learning situations. The new added to the old will increase our student's experiential base and new patterns of behavior will emerge and eventually mature. Children are inquisitive but it takes some encouragement and assistance to make inquisitiveness into a good learning situation. And so it is with teamwork; it is not automatic and will not suddenly emerge, but the natural social drive to belong can be encouraged to improve learning.

4. *Good learning promotes competence in skills for effective learning.* In good learning meaning is made explicit. Rote learning and routine drill are very often likely to bring disappointing results. Modern skills include more than the three R's and competence is now demanded in many other areas.

Instruction should lead the child to understanding. Many traditionally taught pupils still maintain many memorized rules which could

have found application had the drill used been intelligent, self critical, and reflective. To know and not to be able to apply the knowledge seems to point to a lack of insightfulness in practice. Education calls for the exercise of intelligence in the presentation of learning the many and varied skills necessary for effective living in our current times. Party manners can best be learned at a party in a real and functional context.

5. *Learning situations must meet individual and social needs.* Democratic schools must initiate programs based on their children's needs, interests, desires, and capacities. Each child should progress at his own rate of maturation and development and be encouraged to maximum capacity. Provisions must be made for *all* children; the dull, the slow, the average, the gifted, the exceptional, the crippled, and the atypical. The individual needs of personality and emotion, and the organic and physical must be met. Many techniques and instruments have been used to indicate to educators what these needs are. The greater problem is to meet them. A search of the literature brings us to an awareness that there are quite as many techniques with which we can meet these needs. New techniques must be found and shared if we are to accept the challenge with any anticipation of success.

6. *Learning situations must provide for total development.* Social, emotional, physical, intellectual, and spiritual development do not take place in water tight compartments. They are interwoven and related in complexities almost beyond comprehension. Therapy working in one situation very often fails in another, but the total view is nevertheless needed. Transfer does not just happen; some deliberateness is necessary, and so it is with total development. We must see generalizations applying widely and yet with meaning. We must decide on skills to be developed and plan to develop them. Social poise, self direction, moral and spiritual values, good health, social understanding, and emotional stability are all some part of the five larger divisions mentioned above, but their areas cannot be definitely defined. Another glance sees some of them in all of the major categories of development. To be sure, the whole view is the desired view, but a difficult one as well.

Many outside agencies render valuable services we continue to ignore. Social welfare departments, medical clinics, psychiatric clin-



ios, and literally hundreds of service clubs and organizations can be called on to aid in the total development of the whole child. If we believe in the principles, we are obligated to utilize these services and further our cause.

7. *Learning should promote democratic values and democratic practices.* To Americans democracy is the best method which man has devised for bringing about change by peaceful and evolutionary means. If we believe this then certainly we must respect the rights of all and promote the recognition of individual differences. We must realize that socialization and individualization are complementary features in the development of our ideal citizen. We must also realize that our groupings can never be final and that our schools must offer, as far as possible, a variety of opportunities for leadership. Time and time again children have responded more cooperatively to democratic than to autocratic techniques of teaching.

But all is not perfect in a democratic setting. One should remember that a person may possess a phenomenal capacity for original thinking in one area while his views in another may be childish and naive. This principle calls for shared leadership functions which are passed around as leadership emerges and exhibits itself in various ways. A child needs followership practice as well as leadership practice.

8. *Learning should be planned in developmental and sequential experiences.* Learning should proceed by plans designed to give continuity to experiences which are sequential and progressive in nature. Such experiences challenge judgment, stimulate imagination, enlarge understanding, and promote growth.

The teacher must have at his fingertips ideas for many and varied experiences in dynamic and compelling contexts. He must follow the child's capacity to acquire new concepts. One of the first principles of guidance is to make certain the learner has a clear understanding of the goal.

High proficiency in reflective thinking does not appear like magic. This type of thought requires systematic training in process and an abundance of active experiences in problem solving or attempts to solve problems.

Planning to share and profit from the experiences of others is economy of time; many learners realize added perceptions by sharing

these learnings rather than to have to learn them first handed. On the other hand, sharing and cooperation often lead to new integrations.

The developmental or unfolding type of learning will also eliminate many situations in which concepts and generalizations are lost due to an improper timing of presentation. The main point in any presentation is to release it at the teachable moment.

9. *Learning should provide for flexible and continuous revision.* A good curriculum will never be static. It will change as the currents of society change and the mores of the culture revise themselves.

The public will play a large part in the continuity and flexibility of learning. The public must be kept informed. It supplies the very foundation on which the whole educational endeavor rests. Indeed we must allow understanding and interpretation to flow from the school to the public and from the public to the school. Open channels will lend to wholesome support of desirable and worthwhile change in public education.

Close to the actual learning process itself we must keep pace with the knowledge and research in the area of child development and educational psychology. We must continue our diligent search for better ways on the job, and we must evaluate and revise as we go.

### Summary

The curriculum is the means by which the goals of the school are maintained. It is the concern of all who are interested in the success of the school program including parents, teachers, children, and many outside specialists. Each phase of the program should be planned in relation to the total program with continuous revision always apparent.

An understanding of child growth and development and the application of psychological principles to learning situations is basic to curriculum planning and revision. The life adjustment of children depends, in large measure, on the degree to which the school carries out its program of producing contributing members to our dynamic society.

Teachers, and others concerned with curriculum development, should continually share ideas and experiences, study research findings, experiment with new techniques, and share in the results of proven practices, techniques, and procedures which will help develop better policy and more integrated programs of *curriculum growth and development*.

# N. S. P. R. A. *Offer these and others*

## 1. *Services to the profession*

**TRENDS**—news letter which keeps the superintendent and his staff continually posted on new developments in the school public relations field.

**IT STARTS IN THE CLASSROOM NEWSLETTER**—which outlines ways the classroom teacher can improve her relationships with pupils, parents, colleagues, citizens of the community.

**HOW-TO-DO-IT HANDBOOKS** to sharpen PR techniques. These would include such books as "Let's Go To Press"; "Print It Right"; "Feel Their Pulse"; "Person-to-Person"; "Contact Plus."

**ANNUAL PR SEMINAR** for full-time school public relations practitioners to keep them abreast of new techniques and developments in the field.

**MEETINGS** held at the time of AASA and NEA, open to all, which emphasize importance of public relations and point up good practices.

## 2. *Services to parents and citizens* (which channel through the superintendent, the teachers, the local association)

**THE SCHOOL BELL**—to help the superintendent and his staff keep local parents and citizens informed on what the major media are writing and saying about education.

**PARENT HANDBOOKS**—to give parents a clearer picture of modern educational practices and to point out ways they can work with teacher and school to benefit their own children. Examples would be "Happy Journey"; "Janie Learns to Read"; "Sailing into Reading" and "It's High Time." These books, incidentally, have sold more than a million copies.

**REPRINTS**—some 27 outstanding articles on education which appeared in national magazines have been widely distributed to citizens. One reprint, LOOK's "What is a Teacher" has sold more than a quarter of a million copies.

## 3. *Work with other national groups* to dramatize and publicize issues in education.

**THE GOLDEN KEY AWARDS**—in which NSPRA coordinates efforts of eight national organizations of teachers, citizens, school board members to underline the importance of the teacher in our national life.

**THE SCHOOL BELL AWARDS**—in which NSPRA coordinates efforts of national organizations in recognizing distinguished reporting and interpretation of education's problems and achievements by the nation's media of communications.

For further information write:

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## PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

SEPTEMBER, 1957

*Booknotes Committee:* Susan B. Riley, William A. FitzGerald, and Norman Frost, Chairman.

*Secretaries to the Committee:* Shelby Wells Cashion and Dolores Lane.

*Annotators for this Issue:* Jack Allen, A. Edwin Anderson, John H. Banks, Robert Bays, Harold Benjamin, Robert Bjork, Myrtle Bomar, H. C. Brearley, Don Cassel, Claude S. Chadwick, Frances Neel Cheney, John L. Connelly, Arthur H. Cook, Kenneth S. Cooper, T. W. Cowan, Rue L. Cromwell, Harold Drummond, Mildred English, L. L. Gore, Harold Green, Tom Griffith, Nicholas Hobbs, Erick L. Lindman, W. D. McClurkin, Virginia Morrison, Clara Moses, Margaret E. Newhall, Louis Nicholas, Raymond C. Norris, Virginia Robinson, Anna Loe Russell, Miriam Schlegel, Julius Seeman, Philip Slates, Robert Polk Thomson, Chiles Van Antwerp, William H. Vaughan, Wallace A. Verberg, Shirley Marie Watts, Joe R. Whitaker, Scott Withrow, Werner Zepernick.

### Art and Music

AITKEN, JOHN, *editor. Litanies and Vespers Hymns and Anthems as sung in the Catholic Church.* Musical Americana, 1956. 136p. \$10.00.

A re-issue of the first Catholic Music book published in the United States. The new introduction consists almost entirely of historical data. Interesting for the musicologist.

ALLEN, AGNES. *The Story of Michelangelo.* Roy, 1956. 198p. \$3.00.

The book has a brevity and compactness that allows quick research, particularly for the layman in art.

ARNOLD, HUGH AND LAWRENCE B. SAINT. *Stained Glass of the Middle Ages in England and France.* Macmillan, 1956. 269p. \$10.00.

The book covers the development of stained glass throughout the middle ages—and contains color plates, adding to its value as a reference book.

BERTENSSON, SERGEI AND JAY LEYDA. *Sergei Rachmaninoff: A Lifetime in Music.* New York University Press, 1956. 439p. \$6.50.

This is the first full and detailed account of Rachmaninoff as a composer, pianist and conductor. The text is well supported by photographs, excerpts from letters and newspaper articles. The book is a valuable contribution to the understanding of Rachmaninoff's music and personality. Of particular interest are the chapters of musical life in Czarist Russia.



BOLTON, HETTY. *On Teaching the Piano*. Novello, 1954. 94p. 7s. (98 cents).

This is by no means a comprehensive treatise—it does not claim to be such—but presents the author's view on several aspects of piano teaching. The book contains sound advice to the beginning piano teacher, and for that matter to anyone interested in piano teaching. Illustrations are unfortunately lacking and would have enlivened the reading text considerably.

BRIDGMAN, WILLIAM CHARLES AND OTHERS. *The American Singer*, second edition. Prices vary with the number, but approximately \$2.50. American Book, 1956.

Except for additional songs and some rearrangement of songs, these books differ little from the earlier edition. There is still some material weak in musical value. The voice ranges are satisfactory, but one might wish for more songs with the melody or solo parts for the boys. A separate book is supplied for the teacher.

BRION, MARCEL. *Schumann and the Romantic Age*, translated by Geoffrey Sainsbury. Macmillan, 1956. 371p. \$4.50.

A new study of Robert Schumann which attempts to reach a better understanding of the man and his music through an understanding of German romanticism and its impact upon Schumann, particularly through the poets and novelists of the movement. A liberal use of material from Schumann's letters and articles lends authenticity and interest to the study.

DEXTER, HARRY AND RAYMOND TOBIN, comps. *Pocket Encyclopedia of Music*. Philosophical, 1957. 160p. \$2.75.

A book of value to the average music listener. Includes descriptions of the most famous symphonies, concertos, operas and tone poems. Also some biographical facts about composers, history of instruments and musical forms.

DOWNES, OLIN. *On Music*. Simon, 1957. 473p. \$5.00.

A selection of this famous critic's best and most important reviews from 1906

through 1955, dealing with the composers, performers, and musical trends and ideas of these years. Interesting browsing for all.

FEATHER, LEONARD G., comp. *Encyclopedia Yearbook of Jazz*. Horizon, 1956. 190p. \$3.95.

A companion volume to the author's ENCYCLOPEDIA OF JAZZ, including biographies, photographs, lists of outstanding new records, and international polls. This book describes the progress of jazz very adequately.

FULD, JAMES J. *American Popular Music*. Musical Americana. \$5.00.

This alphabetical listing of popular songs gives bibliographical and descriptive information. For all songs the first "regular" edition deposited with the Library of Congress has been used and examined for the listing. We find here previously unpublished information about many popular American songs.

HAGGIN, BERNARD H. *The Listener's Musical Companion*. Rutgers, 1956. 328p. \$6.00.

An interesting book about music and recordings. The author's preferences and prejudices are based on much study and listening. There are introductory chapters on musical form for listeners, followed by presentation of individual composers. An extensive section is devoted to recommended recordings.

HUBER, LOUIS H. *Producing Opera in the College*. Teachers College, 1956. 115p. \$3.75.

A practical guide for those involved in the production of amateur opera, whether college or community sponsored. Valuable chapters and bibliographies on rehearsing, stagecraft and accompaniment. Most valuable is a resumé of ten seldom produced but excellent operas, suitable for college production.

LEONARDO DA VINCI. *The Art of Painting*. Philosophical, 1957. 224p. \$4.75.

The book is worthwhile from the standpoint of reference, particularly from the concept of verbalization about art principles.

LONGSTREET, STEPHEN. *The Real Jazz, Old and New*. Louisiana State University Press, 1956. \$5.00.

A fine writer quotes and edits the informal observations and conversations of jazz men of every school. Mr. Longstreet's literary style is stronger than the content. Not useful for someone wanting to learn about jazz but reasonably good for one who knows the field.

MAYER, RALPH. *The Artist's Handbook of Materials and Techniques*, rev. ed. Viking, 1957. 721p. \$6.75.

An excellent reference book; of use to the art department.

NYE, ROBERT EVANS AND V. T. NYE. *Music in the Elementary School*. Prentice, 1957. 290p. \$4.25.

A valuable addition to the literature on elementary school music. Primarily concerned with methods and materials, this volume is equally helpful to the music specialist and the classroom teacher. There are chapters on rhythmic training, melody and harmony instruments, singing, listening, notation. The references include the latest series elementary music books. Excellent!

POLIN, CLAIRE C. J. *Music of the Ancient Near East*. Vantage, 1954. 138p. \$3.00.

An analytical study of cultural and musical development of the Near Eastern peoples of ancient times. This book is of primary advantage to the researcher.

ROTHENSTEIN, SIR JOHN KENEWSTUB MAURICE. *Modern English Painters: Lewis to Moore*. Macmillan, 1956. 345p. \$7.00.

The book presents a well written, interesting account of painting in England from the turn of the century.

SACKVILLE-WEST, EDWARD AND DESMOND SHAW-TAYLOR. *The Record Guide*, rev. ed. Collins, 1956. 957p. 35s. (\$4.90).

A catalogue and critical review of records (33 1/3, 45, and 78 rpm.) and tape recordings. Compiled by experienced British record reviewers.

SALTER, LIONEL. *Going to the Opera*. Philosophical, 1957. 160p. \$2.75.

A well written, concise outline of the history, production problems, and a guess as to the future of opera. The author's discussion of repertoire and taste reflects his British background, particularly in the area of contemporary opera. Other than this limitation, an excellent survey of opera. Contains no "stories" of opera.

SEARLE, HUMPHREY. *The Music of Liszt*. DeGraff, 1954. 207p. \$5.00.

This book discusses all of Liszt's major compositions and transcriptions in chronological order. It contains a biographical summary which shows the relation between Liszt's compositions and the events of his life, a catalogue of works and indexes of names and works. The book is well written and well organized. Of particular interest is the comparison of early versions of certain compositions with later revisions.

SILLIMAN, VINCENT, *editor*. *We Sing of Life*. Beacon, 1956. 172p. \$3.00.

An unusual collection of songs centered around brotherhood and the seasons. Selected especially for children and young people.

STODDARD, HOPE. *Symphony Conductors of the U.S.A.* Crowell, 1957. 405p. \$5.00.

Clearly expressed, highly informative, and intensely interesting biographical sketches of the conductors of the 28 major symphonies of the USA, together with four others of note who are now in the "guest" category; plus thumbnail sketches of more than 400 other conductors active in this country at present.

SNYDER, ALICE M. *Creating Music with Children*. Mills Music, 1957. 62p.

A book of methods for use in school or home. Contains chapters on singing, rhythms, listening, instruments, and music reading. Also illustrations demonstrating the activities described. Especially valuable are the lists of classical music to be used in developing the child's ability to listen to music.

THOMAS, JOHN. *Leonardo da Vinci*. Criterion, 1957, 191p. \$3.00.

John Thomas gives a delightful account of the life of a great man. He shows how versatile was this man now honored throughout the world for his famous paintings "Mona Lisa" and "The Last Supper."

## Children's Literature

ALDIS, DOROTHY. *Ride the Wild Waves*. Putnam, 1957. 182p. \$2.75.

A story of the hardship and suffering of an Atlantic crossing during the early days of American settlement. This account, written for young readers, depicts vividly the difficulties of the voyage.

BEALER, ALEX W. *The Picture-Skin Story*. Holiday, 1957. unp. \$2.75.

Told for young boys as though related by an old Indian warrior, speaking of his childhood and painting events on a picture-skin, is this beautifully and authentically illustrated story by a friend and student of American Indians, who has adapted but not changed his facts for his youthful audience.

BEIM, JERROLD. *The First Book of Boys' Cooking*. Watts, 1957. 81p. \$1.95.

A nicely illustrated and well edited cook book for young boys and very early teenagers. Directions are clear and concise; also, the author has thoughtfully distributed his recipes so as to include a remarkably wide variety for such a small volume.

BOMBARD, ALAIN. *Dr. Bombard Goes to Sea*. Vanguard, 1957. 61p. \$2.75.

The exciting account of a dangerous 65-day voyage across the Atlantic makes an absorbing story for upper elementary readers. This is a true adventure and is written in a very engaging style. Beautifully illustrated. Recommended.

BRELAND, OSMOND P. *Animal Friends and Foes*. Harper, 1957. 259p. \$3.95.

This is a delightful book about all members of the animal kingdom. The author does

an excellent job of combining simple facts and interesting stories. The book would be useful in a biology class for reference material and entertaining reading.

BUCHEIMER, NAOMI. *Let's Go to a Post Office*. Putnam, 1957. 47p. \$1.95.

Enlightening and attractive is this addition to the "Let's go" series for elementary excursionists. Ruth Van Sciver's drawings are full of humor and interest.

BUFF, MARY. *Dancing Cloud: The Navajo Boy*. Viking, 1957. 78p. \$3.00.

A new edition of a fine story of a Navajo boy, this re-issue brings a slight change in story and entirely new pictures by Conrad Buff, well-known artist of the Southwest. A valuable addition to any child's or children's library.

BULLA, CLYDE ROBERT. *Old Charlie*. Crowell, 1957. 80p. \$2.50.

Two boys and their strong desire to save an old horse from being sold to a catfood factory makes a story which young boys will enjoy. Simply told, and made more attractive by Paul Galdone's realistic and sympathetic illustrations.

BURCHARD, PETER. *The River Queen*. Macmillan, 1957. 40p. \$2.50.

A book for all 4-8-year-old boys is this story of Chip, whose father ran a riverboat, and of his first overnight trip on it. Peter Burchard's "early American," almost photo-like colored drawings bring the book alive, and his own experiences on riverboats contribute to the realistic impression. As he has a Chip of his own, we need not guess at the inspiration of the book.

CAPRON, LOUIS. *The Blue Witch*. Holt, 1957. 256p. \$3.00.

An adventure story of thirteen-year-old David Scott in the Florida Keys during the 1830's. Boys and girls will find it interesting reading.

CARROLL, CURT. *San Jacinto*. Steck, 1957. 185p. \$2.00.

A story of the Texas Revolution written for young readers. This is an adventurous account of a successful effort to get cannon and powder to General Sam Houston. Well written and illustrated.



CARY, STURGES FLAGLER. *Skyscraper Island*. Coward, 1957. 96p. \$1.95.

This story of New York covers more than three hundred years, from the trading post era to that of the biggest, busiest harbor in the world. The approach is through the industrial aspect of people making use of the place they live. Excellent background for study of economic opportunity written for upper elementary readers.

COLE, LOIS DWIGHT. (Nancy Dudley, pseud). *Linda Goes to a TV Studio*. Coward, 1957. unpag. \$2.00.

Linda, the charming, self-reliant, happy little girl of hospital and first-flight fame, is back again, this time with a second grade spelling prize, a visit to a TV studio, where she sees how everything works, makes new friends, and even appears in a show herself. Sure to be popular with the early elementary group.

CORDTS, ANNA D. *Tommy O'Toole and Larry*. Beckley, 1957. 180p. \$2.95.

This simple text with a higher interest level aims to help the elementary reader who is having reading problems. Words have phonic importance and excellent phonic practice is provided in the last sixteen pages.

CORSON, HAZEL W. *Peter and the Moon Trip*. Beckley, 1957. 96p. \$1.68.

Young fans of Peter and the other space ship stories will be a natural market for this new trip of Peter's to the moon, and his resultant adventures.

DERMAN, SARAH. *Pretty Bird*. Beckley, 1957. 48p. \$1.32.

Beginning readers will like the bright illustrations and simple text limited to primary level. Sturdy binding.

DEVALT, MARION VERE AND THEODORE W. MUNCH. *Horned Lizards*. Steck, 1957. 30p. \$1.50.

A child's book using large type and beautiful accurate illustrations to give interesting facts about horned lizards. Early elementary readers will enjoy these accounts and gain an introduction to the absorbing subject of dinosaurs as well.

DINES, GLEN. *The Mysterious Machine*. Macmillan, 1957. 140p. \$2.75.

Boys will enjoy this exciting story of a

young scientist-inventor who, with the help of a strange old man, made a machine that manufactures happiness. The police furnish some more excitement for the reader and trouble for the young inventor. The entire book is interesting and will delight the young reader.

DISNEY, WALT—PRODUCTIONS. *Secrets of Life*, by Rutherford Platt and the Walt Disney Studio. Simon, 1957. 124p. \$2.95.

Most valuable for the elementary school library. The beautiful, realistic pictures are fascinating and the stories are simply and clearly told. For the younger grades, the pictures tell the story while for the upper grades, the pictures and reading together make nature a thrilling adventure.

DOWNEY, FAIRFAX DAVIS. *General Crook: Indian Fighter*. Westminster, 1957. 192p. \$2.75.

George Crook was both an Indian fighter and a Civil War officer. This fictionalized biography for young readers details his exploits against such tribes as the Apaches, Sioux, and Cheyennes.

EAMES, GENEVIEVE TORREY. *Flying Roundup*. Messner, 1957. 190p. \$2.95.

In this new kind of western where horses are rounded up by airplanes, the reader will experience also the struggle of a twelve-year-old boy who fights to keep his respect for an adult.

FLETCHER, DAVID. *Confetti for Cortorelli*. Pantheon, 1957. 146p. \$2.75.

Written for "intelligent children" of any age is this charming, piquantly told story by an Englishman of Angelo, a Sicilian foundling, whose life was changed abruptly from that of an ugly duckling whom no one wanted to that of the beloved protege of Signora Cortorelli. Angelo's fondest dreams and more were realized when he got together a costume and went to the Carnival.

FRANKLIN, GEORGE CORY. *Pedro, the Road Runner*. Hastings, 1957. 94p. \$2.50.

A fictional story of a male chaparral and his daily experiences. Attached to a boy who was interested in wild life, the bird maintained a balance of wild and protected activity. Colorado background. Recommended for elementary reading.



GARFIELD, JAMES B. *Follow My Leader*. Viking, 1957. 191p. \$2.75.

Absorbing and inspiring, the more so as it is based on actual happenings, is this story of Jimmy, blinded by a firecracker at eleven, who learns to adjust to his new world. Written by one who has faced a similar fate, the book is devoid of sentimentality, full of hope and courage and good practical common-sense.

GARNETT, EVE. *Further Adventures of the Family from One End Street*. Vanguard, 1956. 254p. \$3.00.

Those who enjoyed the earlier book about the Ruggles family will be especially delighted with their "further adventures," while those who are here meeting them for the first time will enjoy this typically English "poor" family of London and their troubles and joys, with and without the measles.

GOODSPEED, J. M. *Let's Go to a Dairy*. Putnam, 1957. 46p. \$1.95.

Another in the "Let's go" series designed as preparation for a follow-up to the elementary school excursion. Graphically illustrated.

GREEN, ROBERT JAMES. *Kor and the Wolf Dogs*. Lothrop, 1956. 220p. \$3.00.

Interesting and informative, if somewhat imaginative, story of Kor, prehistoric youth, who was separated from his tribe by a forest fire and, with his wolf pups, wandered far among many different tribes and learned new ways of doing things; of getting food, fighting, etc. Good background reading for junior high social studies.

GUY, ANNE. *A Baby for Betsy*. Abingdon, 1957. 31p. \$1.25.

A story for the youngest, about the thing they all love and want—a baby, but mostly of Betsy, who wanted a baby sister, and had to wait so long for one, but found a delightful surprise when the time finally came.

HART, JEANNE MCGAHEY. *Gloomy Erasmus*. Coward, 1957. unpag. \$2.00.

A big black bear does not make friends until after he finds he has made a mistake in seasons. A story to be read to young children with the point that friends are really important.

HUGGINS, ALICE MARGARET AND OTHERS. *Wan-Fu: Ten Thousand Happinesses*. Longmans, 1957. 186p. \$2.75.

An impelling account of life in North China, showing the fear and misery of the superstitious poor in bold relief against the warmth and joy of those who have education and a Christian faith. One-Leg, cripple beggar girl, becomes Wan-Fu, youth of ten thousand happinesses. Human characterizations and exciting situations are blended skillfully.

IVENS, DOROTHY. *Bozy and All the Children*. Viking, 1957. 35p. \$2.00.

Just the sort of book to delight the children—about a mythical town of Onso, where there were apparently no grown-ups, and no animals until Bozy, the dog, appeared and became the great pet and favorite of everyone. Intriguing drawings tell the story with a minimum of text.

JACOBSON, HELEN AND FLORENCE MISCHEL. *The First Book of Letter Writing*. Watts, 1957. 62p. \$1.95.

An excellent guide for children who have letters to write. The letter forms will answer questions children ask, and will become a much used reference book. The book may well find a place on the reading table with the dictionary. Children will turn to it often as an aid in writing the letters they want to write.

JUSTUS, MAY. *Peddler's Pack*. Holt, 1957. 95p. \$2.75.

May Justus, beloved teller of tales of the Smokies, here gives in her *Peddler's Pack* a collection of "play-party games, songs, rhymes and riddles," as well as signs and predictions, gleaned from her rich experiences with these same mountain folk. Jean Tamburine's drawings are a fitting and charming accompaniment.

KAHL, VIRGINIA. *The Habits of Rabbits*. Scribner, 1957. unpag. \$2.50.

"The habits of rabbits," as the king observed, "are fine for observing, But you'll find the results can be very unnerving." So little Gunhilde found out to her sorrow, when the two rabbits given to her by the king as pets carried on in just such unnerving manner. The characters of PLUM PUD-DING FOR CHRISTMAS enliven this book with the gay, rollicking verse and entertaining illustrations of the earlier tale.

KEY, ALEXANDER. *Cherokee Boy*. Westminster, 1957. 176p. \$2.75.

A novel based on the experiences of the Cherokee Indians who were forced to move from Georgia to the area now known as Oklahoma in 1838. This is the famous Trail of Tears. The march is worthy of fictional treatment, and presumably this novel is based on authentic records.

KEY, THEODORE (TED). *Phyllis*. Dutton, 1957. 59p. \$1.95.

An amusing story of the reaction of the Phillies to a sparrow's nest which was built in their ball park. A modern tall tale which baseball fans will enjoy. Brief, easy reading for junior high school level.

KINGSLEY, CHARLES. *The Water Babies*. Dutton, 1957. 284p. \$2.50.

This new edition of the nearly one hundred-year-old fairy tale is bound in cloth and the pages are not too crowded. The illustrations are traditional and the whole make up is attractive. The fresh copy will encourage the reading of this parable which is yet to be excelled in its field.

KRASILOVSKY, PHYLLIS. *The Country of Canals*. Doubleday, 1957. 36p. \$2.75.

Clear, interestingly drawn picture of this part of our country by one who knows it well, giving a sketch of the region's history and glimpses, through typical families, of the different kinds of people who live there, their occupations and interests, with particular attention to Massachusetts, Maine and Connecticut.

KRASILOVSKY, PHYLLIS. *The Cow Who Fell in the Canal*. Doubleday, 1957. unp. \$2.75.

A happy combination of talents, by a picture-book writer who has travelled in Holland, and an artist who was born there, has produced the amusing story of Hendrika, the fat cow who fell in a canal and was carried by a raft to the city which she had always wanted to see. Entertaining and lifelike pictures, some of them in color, give the quite young child a good idea of the country of canals.

LAMPMAN, MRS. EVELYN (Lynn Bronson, pseud). *Popular Girl*. Dou-

bleday, 1957. 191p. \$2.75.

This well-written story of a girl who faces the transition from a big city school to a more personal small-town school for a year has much to say to the girl who has gained confused ideas of what it takes to be popular. Tracy Scott, the sophomore heroine, moves from her city circle of clothes- and class-conscious and insincere friends to a smaller community where an individual's worth is more prized than the clothes he wears. Tracy faces uncomfortable shunning in the new situation until she learns her lesson and seriously revamps her set of values.

LEINHAUSER, RUTH DAGGETT. *A Holiday with Eric*. Washburn, 1957. 180p. \$2.95.

Discerning and well-written story for junior high girls of two little city girls who went to spend the summer with their grandmother whom they had never seen, and their English cousin, Eric. Good portrayal of character and personality development, as the girls and their cousin learn to adapt to each other and to different ways of life.

LONGSTRETH, THOMAS MORRIS. *The Macquarrie Boys*. Macmillan, 1957. 202p. \$2.75.

Colt Muir represented a neglected youth who struggles to find himself in the world as he faces the choice of remaining a part of a street gang or adjusting to a new life with the MacQuarrie family. A strong plea for understanding and affection seem to be made for this stereotyped lad.

LUTGEN, KURT. *Two Against the Arctic*. Pantheon, 1957. 239p. \$3.50.

Dramatic accounts of struggles against the Arctic in the last half of the nineteenth century. The locale is the region between Greenland and Alaska. A good reference for the school library.

MCCALL, EDITH S. *The Buttons at the Soap Box Derby*. Berkley, 1957. 96p. \$1.60.

The popular Buttons family returns with a soap box derby project. Young readers will enjoy Bucky's sense of fair play and good sportsmanship. Interest level high, vocabulary and concept level easy.

MCDONNELL, LOIS EDDY. *Hana's New Home*. Friendship, 1957. 127p. \$2.50.

Simply told but interesting story of ■ Japanese family who moved from the country to the city, and how the change affected their lives. Full of information about Japanese life and customs, yet with familiar situations which suggest that children in other countries are like those in ours, and have many of the same experiences. Appropriate drawings by Dorothy Papy enliven the text.

MCNEER, MAY YONGE AND LYND WARD. *Armed with Courage*. Abingdon, 1957. 112p. \$2.50.

Brief, but clear, simply told, inspiring biographies of seven great men and women who dedicated their lives to fight against sickness, poverty and ignorance. Should stimulate further reading.

MAITLAND, ELIZABETH. *The Little Red Rickshaw*. Warne, 1957. 27p. \$1.25.

A simple little story in the English "Pretentious" series, which tells how Ah Fong, with the help of his wife and his two sons, restored a battered and very sad little rickshaw.

MASON, MIRIAM EVANGELINE. *Freddy*. Macmillan, 1957. 85p. \$2.00.

Amusing account of the remarkable adventures of a dyed rabbit, whose color changed with climate and other conditions, and who learned the habits of other animals, as hunting dogs and mules. Entertaining reading (and illustrations) for the imaginative young child.

MASON, MIRIAM EVANGELINE. *Three Ships Came Sailing In*. Bobbs, 1957. 246p. \$2.75.

The three ships in this account are those that brought the first colonists to Jamestown. This is a story of the colony as seen through a twelve-year-old doctor's apprentice. Interesting reading. Good reference material for the elementary school library.

MONCKTON, ELLA. *The Little Clown*. Warne, 1957. 44p. \$1.25.

Delightful little story for the very young

of a little boy who lived in a circus, but who was a great disappointment to his father and his three older brothers, all of whom were talented performers. How the Little Clown redeemed himself, and came into his own will prove satisfying as well as enjoyable. Gay, colored pictures enliven the text.

MONCKTON, ELLA. *Tim Minds the Shop*. Warne, 1957. 43p. \$1.00.

Young Tim Water-Rat's first experience at minding his father's shop by himself verged on disaster, but taught him a lesson he needed to learn. Entertaining reading for the very young with pictures and format suggestive of Beatrix Potter.

MOORE, NANCY. *The Unhappy Hippopotamus*. Vanguard, 1957. unp. \$2.75.

A delightful picture book in pink and black—but mostly in pink—of poor Harriet Hippopotamus, who got tired of being ■ hippopotamus, and decided to be ■ human. But Harriet couldn't smile, no matter how hard she tried, and no matter what she and her friend Mouse did, until the happy day when she took Owl's advice and decided to be herself. Children will love the pictures, the story, the lists of familiar things that they enjoy.

MORDVINOFF, NICHOLAS (Nicholas, pseud). *Coral Island*. Doubleday, 1957. unp. \$2.75.

Of ■ horse, a dog, a cat, a mynah bird and mostly of Terii, who wanted to grow big enough to be a pearl diver like his fat uncle, Teopu, all of whom lived on a coral island in the Pacific. The beautiful, exotic drawings of the talented and famous author-artist will transport the young reader to that far-away place.

MORRILL, MADGE HAINES AND LESLIE MORRILL. *John Muir, Protector of the Wilds*. Abingdon, 1956. 128p. \$1.50.

John Muir is one of the neglected personages of American history. His stature as a naturalist and conservationist is such that he should rank with our best known public figures. Here is a simple book to introduce him to youthful readers. It is well written and pleasantly illustrated.



NORTH, STERLING. *George Washington, Frontier Colonel*. Random, 1957. 184p. \$1.95.

Children interested in the youth of Washington will find here an accurate story enhanced with both excerpts from contemporary writings and beautiful illustrations. The book deals mostly with Washington's childhood and pre-Revolutionary military exploits. It says little about his major achievements on which Washington's greatness rests.

PINES, TILLIE. *The Indians Knew*. McGraw, 1957. 32p. \$2.00.

THE INDIANS KNEW is a book that will be used more by children and teachers of the second, third and fourth grades. It is full of interesting materials and activities for the young child. In this book the child can relate the life of the Indian and present day happenings. The pictures are interesting and informative.

POWER-WATERS, A L M A. *Virginia Giant: The Story of Peter Francisco*. Dutton, 1957. 224p. \$3.00.

Peter Francisco was abandoned by Spanish sailors at Richmond when he was six years old. Adopted by Patrick Henry's uncle, Anthony Winston, he grew to giant size, over seven feet. This alone gave his career as a Revolutionary soldier a dramatic quality. This account for young readers deals with Francisco's military career. The author handles her subject well, but the book would have been better if it had included a broader span of Francisco's life.

PYLE, HOWARD. *Otto of the Silver Hand*. Scribner, 1957. 136p. \$2.75.

The plates for this popular story had become so badly worn a completely new edition had to be made. This new book is well made and illustrated beautifully. Young readers will be attracted to this fine story of a boy's courage.

PYNE, MRS. MABEL (Mandeville). *When We Were Little*. Hastings, 1957. 95p. \$3.50.

Mabel Pyne, well-known author, her mother and her daughter combine their talents in recollections of their respective childhoods for Mrs. Pyne's granddaughter, Sharon, in a most unusual and fascinating

book, thereby producing a unique commentary on life in America over three generations. An excellent way for children to learn of the social history of their country.

REASON, JOYCE. *To Capture the King!* Roy, 1957. 144p. \$3.00.

A story of suspense and intrigue in England of the 1750's. The central figures are a young stable boy and two young ladies. The atmosphere of the times is nicely created. Interesting reading.

REINFELD, FRED. *Trappers of the West*. Crowell, 1957. 153p. \$2.50.

Stories of that hardy breed called the "mountain men," trappers and guides who lived in the Great West beyond the Mississippi. There are short sketches of some of the better known of those like Bridges and Carson. Good reference material for young readers.

RICE, INEZ. *The March Wind*. Lothrop, 1957. unpag. \$2.75.

A little boy's adventures with the March wind and the curious black hat that he found, which transformed him magically and instantly into all kinds of fascinating people. Beautiful, imaginative illustrations, many of them colored, provide a gay and life-like accompaniment.

ROWLAND, JOHN. *The Penicillin Man: The Story of Alexander Fleming*. Roy, 1957. 153p. \$2.75.

The story of Alexander Fleming, a Scotch farm boy who revolutionized medical science on a world-wide scale. Though not of a personal nature, this book should be of value to teen-agers interested in medical history.

SETH-SMITH, ELSIE KATHLEEN. *The Black Tower*. Vanguard, 1957. 205p. \$3.00.

Royalty lives in this exciting tale of two boys, one to be later the father of England's first Tudor king, Henry VII, who face bravely years of hiding from those who would kill them. Except for a contrived "flashback" ending, the author offers a well-told story in which she skillfully employs 15th century words and phrases.



SOOTIN, LAURA. *Let's Go to a Police Station*. Putnam, 1957. 42p. \$1.95.

Another in the "Let's go" series, appropriately illustrated in policeman's blue, which is aimed at pre-view and summing up of such an excursion for elementary schoolers.

STACHAN, WINONA. *Christopher Jarrett of New Plymouth*. Dutton, 1957. 192p. \$3.00.

The story of a waif snatched from the London streets and sold as a servant in the Plymouth Colony. An Horatio Alger type story, but filled with information on 17th century social habits.

TRESSELT, ALVIN. *Wake Up, City!* Lothrop, 1957. unp. \$2.50.

A "companion piece" to WAKE UP, FARM by the same author-illustrator team, this book for the picture-book age suggests in words and in the pictures with their appropriately-changing colors the slow, mysterious changing of night to day in the city, so different from this same change in the country.

VANCE, MARGUERITE. *Secret for a Star*. Dutton, 1957. 249p. \$2.75.

A young girl with unusual name of Prudence Trudhue faces two big problems: excessive weight and a grandmother who was never able to accept the fact that her minister-son of a fine New England family married an actress. After the death of the son and his wife in an automobile accident their daughter Prudence lives with, and eventually wins the heart of her stiff-necked grandmother. Though Mrs. Vance's fine vocabulary and easy movement in shifting point of view recommended the book some problems seem too easily resolved.

VILDRAC, CHARLES. *Rose Island*. Lothrop, 1957. 109p. \$3.75.

A charming, unusual and quite French story of Tifernand, a little boy of Paris, who was transplanted from his home and unkind teacher to Rose Island, a fairy-tale place in the Mediterranean, where a colony of 30 boys lived happily, with many pleasures and a minimum of work. Only Tifernand seemed to miss his family, and when he set off alone in his rowboat because he learned that his mother was ill, disaster nearly overtook him. The satisfactory de-

nouement of the story is in keeping with the rest of the tale. The gay drawings are delightful and quite appropriate.

WEALES, GERALD. *Miss Grimsbee Is a Witch*. Little, 1957. 123p. \$2.75.

A modern fairy tale in which a grade teacher is turned into an alligator bag. Many surprises develop as the story becomes more and more involved. Elementary readers.

WEISS, HARVEY. *A Gondola for Fun*. Putnam, 1957. unp. \$2.50.

A gay little tale of Venice, and of Mario, the gondolier's son, who took over his father's boatload of tourists, when his father fell overboard, and carried on in true gondolier tradition, but found that navigating a gondola wasn't as much fun as he'd thought it would be. A good introduction to the fairy-tale city of canals, which has its own little lesson for the too-ambitious young.

WILSON, HELEN (Holly Wilson, pseud). *Snowbound in Hidden Valley*. Messner, 1957. 186p. \$2.95.

Holly Wilson, mother of two teen-age daughters, writes a delightful story of loyalty and friendship between two little girls. There is depth to the story as the reader thinks about its purpose. The loyalty of Jo Shannon to Onata Leroy, her mistreated classmate, is a good lesson against prejudice.

YATES, RAYMOND FRANCIS. *The Boys' Book of Tools*. Harper, 1957. 173p. \$2.50.

This popular author explains in detail the basic tools used at home and school. There are chapters on selecting good tools and beginning the skillful use of them. Carefully illustrated. Elementary readers.

## Education and Psychology

AYARS, ALBERT LEE. *Administering the People's Schools*. McGraw, 1957. 354p. \$5.50.

An excellent, concise treatment of the school superintendent's job, containing many useful suggestions for school administrators.

BAILEY, FAITH COXE. *You Have a Talent: Don't Bury It*. Moody, 1956. 128p. \$2.00.

Some chatty and mildly inspirational pieces about vocational aims and occupations, making the point that almost any calling can be a Christian service.

BERNARD, HAROLD WRIGHT. *Toward Better Personal Adjustment*, 2nd edition. McGraw, 1956. 454p. \$5.50.

Well written for the high school or college student not planning systematic training in psychology. The factual issues are sometimes clouded by middle-class morality.

BURT, HAROLD ERNEST. *Applied Psychology*, 2nd edition. Prentice, 1957. 592p. \$6.95.

With so much of psychological training today necessarily devoted to defining what we do not know and what we cannot yet do, APPLIED PSYCHOLOGY provides us with a reminder that there is much we can do now. The ingenuity and wisdom of applications of psychological knowledge and research skills to all aspects of life makes very stimulating reading.

CROW, LESTER D. AND ALICE CROW. *Understanding Our Behavior: The Psychology of Personal and Social Adjustment*. 347p. \$6.00. text edition, \$4.50.

Provides a broad treatment of the dynamics of human behavior and the life areas in which adjustment problems occur. Solid treatment, but not unusual or original.

DEFERRARI, ROY JOSEPH, *editor*. *Functions of the Dean of Studies in Higher Education*. Catholic University Press, 1957. 143p. \$2.75 paper.

Report of a workshop held in June, 1956 at the Catholic University of America. The role of the academic dean and his relation to other administrative officers are covered in this volume.

D'EVELYN, KATHERINE. *Meeting Children's Emotional Needs*. Prentice, 1957. 176p. \$3.75.

A brief non-technical discussion of problems encountered in the classroom with the

authors' personal suggestions and examples of how to deal with them. The chapter on parent conference is likely to be helpful for teachers.

ELLIS, MARY JACKSON AND MAYON ATHERTON. *The First Grade Log*. Denison, 1956. 85p. \$4.95.

Day-by-day through the year with the first grade, giving suggestions as to content, materials and activities used in living and working with young children.

GESELL, ARNOLD LUCIUS AND OTHERS. *Youth: The Years from Ten to Sixteen*. Harper, 1956. 542p. \$5.95.

A non-theoretically organized, descriptive account of the social growth of children from ten to sixteen years.

HART, HORNELL. *Autoconditioning*. Prentice, 1956. 263p. \$4.95.

Modestly described, by the author, as "a new breakthrough in psychological science" comparable in importance to Mendel's discoveries in genetics and to the release of atomic energy, "autoconditioning" is a method for relaxing and giving suggestions to oneself. Like yoga, there is probably something to it, but the author discredits his case by flimsy evidence and extravagant writing.

HARTLEY, EUGENE LEONARD AND RUTH HARTLEY, *editors*. *Outside Readings in Psychology*, 2nd edition. Crowell, 1957. 499p. \$2.50.

This volume, like the previous edition, is intended to make readings on a wide variety of topics readily available to general psychology students. The individual articles are of high quality and are correlated with chapters in the more widely used general psychology texts.

HASKINS, CHARLES HOMER. *The Rise of Universities*. Cornell University Press, 1956. 118p. \$1.25.

Reprint of popular and informative lectures given at and published by Brown University in 1923.

HOGARTH, CHARLES P. *Crisis in Higher Education*. Public Affairs Press, 1957. 60p. \$1.00.

A clear and concise statement of the problems that may be expected to arise in connection with the "Tidal Wave" of students expected within the next 13 years. The author stresses the theme that we cannot expect to look to the Federal Government to solve all the problems.

HUMAYUN, KABIR. *Education in New India*. Harper, 1957. 212p. \$2.75.

The distinguished author of this challenging and thought-provoking discussion of educational reconstruction in his country has added fresh laurels to his already great reputation as an educational leader in the new democracy.

MACCONNELL, JAMES DAVID. *Planning for School Buildings*. Prentice, 1957. 348p. \$6.95.

Designed more for the school executive than for the school plant specialist, probably the best text to date for training the general school administrator who must exercise leadership without technical skills in planning building programs. Good balance between policy matters and specific techniques.

PETERS, WILLIAM. *Passport To Friendship*. Lippincott, 1957. 286p. \$3.75.

Interesting, detailed story of Donald Watts' project of exchanging young people between countries for educational experiences in homes, camps and communities.

PRESSEY, SIDNEY LEAVITT AND RAYMOND KIHLEN. *Psychological Development Through the Life Span*. Harper, 1957. 654p. \$6.00.

The increasing importance of a full knowledge of development of individuals throughout the years of maturity should assure a wide market for this volume. Although this is a revision and a condensation of an earlier book by the same authors, its contents have been brought completely up to date.

*Psychiatric Aspects of School Desegregation*. Group for the Advance-

ment of Psychiatry 94p. \$1.00. Group Report #37.

This report states that desegregation is not only a legal problem but also "a social and above all, a psychological problem." Emphasis is placed on the necessity of insight and understanding in working out the knotty inter-racial problems affecting desegregation.

REMMERS, HERMAN HENRY AND OTHERS. *Growth, Teaching and Learning; a Book of Readings*. Harper, 1957. 557p. \$4.50.

A book of readings on (1) The Growing Child (2) Emotional Development and Mental Hygiene (3) Measurement, Evaluation and Research Techniques. The readings have been selected with undergraduates primarily in mind, but the collection will be useful to many teachers already in service.

SCHWARTZ, ALFRED AND OTHERS. *Evaluating Student Progress in the Secondary School*. Longmans, 1957. 434p. \$4.75.

The authors have attempted to write a book which is theoretically sound but which provides practical solutions to practical problems of school teachers. In a large measure they have been successful, unless the minimal attention paid to theoretical issues tends to make teachers overtrained and undereducated, this should be a very helpful book for secondary school teachers.

SHARP, DEMARIS LOUISE. *Why Teach?* Holt, 1957. 240p. \$4.00.

The reader will find here more than a hundred answers for the question "Why Teach?" In these replies from well-known persons in many fields can be found recorded the limitless variety of satisfactions which tie teachers to their profession. For every reader these short essays should stimulate an interest in teaching and teachers will find renewed pride in their work.

TRAXLER, ARTHUR EDWIN. *Techniques of Guidance*, rev. ed. Harper, 1957. 374p. \$6.00.

A thorough revision of a standard and aptly named book which emphasizes how to set up and carry out a guidance program.



WALLIN, J. E. W. *Mental Deficiency*. Journal of Clinical Psychology, 1956. 200p. \$5.00.

A source book on the nature of various social and biological problems in mental deficiency.

WARTERS, JANE. *High School Personnel Work Today*, 2nd ed. McGraw, 1956 358p. \$4.75.

This book attempts, with success, to sketch a student personnel program useful in today's schools. It contains very pertinent background materials which fit the programs into the wider social context.

WESLEY, EDGAR BRUCE. *Nea: The First Hundred Years*; the Building of the Teaching Profession. Harper, 1957. 419p. \$5.00.

This magnificent contribution to the history of education is worthy of both the distinguished scholar who made it and the great professional organization whose first century provides its central theme.

WIGGINS, SAMUEL PAUL. *The Student Teacher In Action*. Allyn, 1957. 217p. \$2.95.

A clear, direct, "Down-to-earth" discussion of what the prospective student teacher needs to know. Here is experience speaking with such aptness that student teachers—and even supervising teachers—cannot fail to profit. Summaries of procedural points within and at the end of chapters makes for effective usefulness.

WITTICH, WALTER ARNO AND C. F. SCHULLER. *Audio-Visual Materials; Their Nature and Use*, 2nd edition. Harper, 1957. 570p. \$6.50.

At last an Audio-Visual book with some practical knowledge as well as theory. Well done!

### Literature

BREE, GERMAINE AND MARGARET GUITON. *An Age of Fiction*. Rutgers, 1956. 242p. \$5.00.

An over-view of the French novel from Gide to Camus as a reflection of the pre-

vailing problems of the times represented by the twenty writers considered. Much useful critical commentary and a valuable synthesis of the quality of thought represented in this important medium during this period.

CROWTHER, BOSLEY. *The Lion's Share*. Dutton, 1957 320p. \$5.00.

Here is the story of the motion picture industry as seen through the rise of MGM. This is not "scholarly" history. Rather it is a jaunty account, filled with stories designed to please movie goers of the last thirty years. Fascinating reading.

HOMES, CHARLES S. AND OTHERS. *The Major Critics*. Knopf, 1956. 319p. \$3.00.

A modest volume of critical selections from eleven critics—Aristotle, Sidney, Jonson, Dryden, Pope, Johnson, Wordsworth, Coleridge, Arnold, James, Eliot—conceived "as an adjunct to instruction in the history of English literature." The materials are all valuable and, considering the size of the book, generally well edited. But one who was interested in "the major critics" and "the development of English literary criticism" would hardly be content with this limited sampling.

PEARE, CATHERINE OWENS. *Washington Irving: His Life*. Holt, 1957. 128p. \$2.25.

An informal life written for pre-teenage readers. The volume is well illustrated and pleasantly presented.

PIERHAL, JEAN. *Albert Schweitzer, The Story of His Life*. Philosophical, 1957. 160p. \$3.00.

Publicized as "a new authorized biography" of Schweitzer, this is a version of the German text, ALBERT SCHWEITZER: DAS-LESBEN EINES GUTEN MENSCHEN. The approximately one hundred and fifty pages comprise essential biographical data, significant anecdotes, quotations from Schweitzer, and many valuable photographs. This is a very useful little book. It should make available to a wide range of readers some of the really significant features of the life of this great man.



WINWAR, FRANCES. *Elizabeth*. World, 1957. 245p. \$3.00.

An excellently written, sensitive word-portrait of the woman, Elizabeth Barrett Browning, this biography by Frances Winwar offers accurate, informative, and delightful material to the young readers. The author wisely maintains interest by inclusion of only a small part of the poetry; yet she fires the reader to curiosity about that which she does not include.

WOOD, JAMES PLAYSTED. *Magazines in the United States*. 2nd edition. Ronald, 1956. 403p. \$5.00.

This socio-economic treatment of a very influential type of publication has been brought up to date in its second edition by new paragraphs throughout the volume and one new chapter on the grocery-distributed magazine. From Colonial times to the present, the magazine as a social force is analyzed from the standpoint of its editors and contributors.

## Philosophy and Religion

GREENWOOD, DAVID. *Truth and Meaning*. Philosophical, 1957. 114p. \$3.75.

Six essays on logic with semantic and metaphysical overtones. Although written by one author, the book reads somewhat like a symposium.

LEA, FRANK ALFRED. *The Tragic Philosopher: A Study of Friedrich Nietzsche*. Philosophical, 1957. 354p. \$6.00.

Not intended as biography, this study of Nietzsche seeks rather "to trace the development" of his thought. Thoroughly readable, replete with statements from Nietzsche's works, it should prove welcome to those who need access to his works.

LANDIS, BENSON YOUNG. *World Religions*. Dutton, 1957. 158p. \$2.95.

"A book for general readers, students libraries, professional workers and others who need a short and accessible source book" on religions, this modest text comprises information on eleven world religions, four divisions of Christianity, and twenty-

five Protestant denominations. Good only as a quick reference, but as such, it would be helpful.

SULLIVAN, DANIEL JAMES. *An Introduction to Philosophy*. Bruce, 1957. 288p. \$3.75.

Intended as a "first introduction to philosophy" for both the student and the general reader, the text is clear, orderly, thoroughly readable. The authors, "working in the great classical realist tradition of Plato, Aristotle, Augustine, Aquinas, and their modern day inheritors," have produced a text "intended for use by Catholic students" and have, accordingly, "not hesitated . . . to point out how the conclusions of philosophy may be complemented by the truths of revelation." A well-edited and attractive presentation in its kind.

## Reference

BEARDSLEY, S. W. AND A. G. EDWELL. *Human Relations in International Affairs*. Public Affairs, 1956. 40p. \$1.00.

This carefully annotated bibliography of 117 items, almost all of which are books, covers a wide area and necessarily omits many important titles.

LARARUS, HAROLD. *American Business Dictionary*. Philosophical, 1957. 522p. \$10.00.

Words and phrases used in many fields of business are defined here. A word used in the definition appearing in capitals indicates that this word or phrase has its own definition given in its alphabetic place. This dictionary should be very useful in a reference collection.

UNESCO STUDY ABROAD. Columbia University Press, 1956. 719p. \$2.00.

This present volume lists over 74,000 opportunities for fellowships, scholarships, or teaching positions offered by governments, universities, foundations in more than 100 states and territories. The subjects of study cover almost every field of learning; the awards permit travel and study in almost every country of the world.

## Science and Mathematics

BIGLANDS, EILEEN. *Madame Curie*. Criterion, 1957. 191p. \$3.00.

Fascinating story of ■■ amazing woman. Readable and full of interest and challenge for the teen-ager.

DUDLEY, RUTH HUBBELL. *Our American Trees*. Crowell, 1956. 147p. \$2.50.

*Our American Trees* has a wealth of knowledge about trees which should interest nature lovers, and help arouse interest in other students. It is suitable for the 5th grade through the junior high school.

GALLANT, ROY A. *Exploring the Universe*. Garden City, 1956. 62p. \$2.00.

Included are the various answers men have given to questions such as: what are stars? where do they come from? how large are they? This is a good book with excellent illustrations.

GROVE, ETHEL L. AND OTHERS. *Algebra and Its Use*, Books 1 and 2. American Book, 1956. \$3.20 and \$3.40.

The text is more than adequate as a source of exercise and problems. The approach is traditional and not without questionable statements from the mathematical standpoint.

KROEBER, ELSBETH AND OTHERS. *Biology*. Heath, 1957. 608p. \$4.68.

This is ■ well-written, well-illustrated, comprehensive textbook of high school biology. The "test yourself," "do it yourself," suggestions at the end of each chapter make the book challenging as well as informative. The authors rightly present the point of view that the science of biology is an ongoing search for truth.

MITCHELL, PHILIP HENRY. *A Textbook of General Physiology*, 5th ed. McGraw, 1956. 885p. \$10.50.

An excellent textbook or library reference to be used primarily for graduate students or undergraduates who have a good chemistry background. The diagrams and illustrations are oversimplified, however, the text itself is written on a fairly high plane.

SHUTE, WILLIAM GEORGE AND OTH-

ERS. *Intermediate Algebra*. American Book, 1956. 486p. \$3.40.

The book's format is good. It is modern from the standpoint of color printing, use of cartoons, and "Doings of Dumbo." The mathematical treatment is not too careful nor is the modern point of view reflected.

## Social Science

ALDRIDGE, ALFRED OWEN. *Franklin and His French Contemporaries*. New York University Press, 1957. 260p. \$4.75.

Another volume for the bulging shelf of Franklin studies. This one pits Franklin's personality against the 18th Century French legends about his personality. The method increases our understanding of Franklin and throws some light on the French. The sources used assure the reader that the book contains sprightly material.

BARRON, MILTON LEON, ed. *American Minorities*. Knopf, 1957. 518p. \$5.75.

*American Minorities* is an interesting book of readings on the problems of religious, racial, and national minorities in the United States. The readings are well supplemented by editorial introductions and comments. The book itself is pro-minority. Perhaps it should be.

BEER, SIR GAVIN DE. *Alps and Elephants: Hannibal's March*. Dutton, 1956. 123p. \$2.75.

Finding the route which Hannibal followed across the Alps has been a puzzle which has fascinated the Director of the British Museum of Natural History for years. His answer to the puzzle provides this small volume which will fascinate many readers who have only ■ mild interest in either Hannibal or elephants.

BRINTON, CLARENCE CRANE AND OTHERS. *Modern Civilization*. Prentice, 1957. 868p. \$8.75.

A single volume work beginning with the Renaissance based on the larger *History of Civilization* by the same authors. This is one of the most satisfactory college texts in the highly competitive Western Civilization field.

BURNS, ALAN (SIR). *In Defence of Colonies*. Macmillan, 1957. 338p. \$5.75.

Dewy-eyed adherents of the principle of immediate self-determination for all peoples of the world need to read this volume. Its bias is that of a doughty conservative whose life has been spent in British colonial administration. Even so, or perhaps because of his bias, Burns raises many questions which American critics of Colonialism and imperialism need to face squarely.

CALDWELL, JOHN COPE. *Communism In Our World*. Day, 1956. 126p. \$2.75.

This book was written in response to the plea made by one of the young Americans who decided to remain in China after the Korean war but who later said, "If I had really been educated before I left this country and known what communism really was . . ." Mr. Caldwell tries to tell young readers in simple and vigorous style what he believes communism really is.

CALLISON, CHARLES H. *America's Natural Resources*. Ronald, 1957. 311p. \$3.75.

A succinct analysis, by many authors, of the problems involved in the conservation of renewable resources. Intended for the general reader, excellent supplementary reading for high school and college students.

DRUCKER, PETER FERDINAND. *America's Next Twenty Years*. Harper, 1957. 114p. \$2.75.

A series of popularized and somewhat spectacular essays on present trends and problems in the fields of labor, business, higher education, natural resources and politics. Used with caution (the author uses little) the volume is an excellent discussion starter on these major issues.

GARST, MRS. DORRIS (Shannon). *William Bent and His Adobe Empire*. Messner, 1957. 192p. \$2.95.

A story of the West—the New Mexico Territory more specifically—and one of its well-known characters. Like others of the author's western biographies, this is a nicely written account. Good reference material.

HALL, JOHN OLIVER AND R. E. KLINGER. *Problem Solving In Our*

*American Democracy*. American Book, 1957. 581p. \$4.40.

A new high school textbook for the senior problems course. Six units deal with problem-solving and with political, social, economic, personal and international problems. The writing is appealing, the format excellent.

LANDIS, JUDSON TAYLOR AND MARY G. LANDIS. *Youth and Marriage; a Student Manual*, 2nd edition. Prentice, 1957. 296p. \$3.75.

This is the second edition of a leading work-book for college courses in marriage and family living. The material is excellent and contains parallel references to a dozen successful textbooks.

LENT, HENRY BOLLES. *Men At Work In the South*. Putnam, 1957. 128p. \$2.75.

A supplementary reference for middle grades social studies. From oranges to beef cattle, shrimp boats to plastics, twenty-three Southern industries are described in accurate and interesting fashion.

MACLACHLAN, JOHN AND JOE S. FLOYD. *This Changing South*. University of Florida Press, 1956. 154p. \$4.50.

This excellent demographic study of the South describes accurately yet vividly the movement of both Negroes and whites from the farms to the cities of the South and the non-South. The social and economic consequences of this "profound change" are treated with clarity and perspective.

National Consumer Credit Conference. *Consumer Credit and the American Family: A Perspective Analysis* (Proceedings of the Conference) University of Michigan Press, 1956. 139p. \$2.50. Michigan Business Papers, #32.

This is a very interesting collection of articles which present economic data concerning the situation of American families. Students in sociology and economics will find the information somewhat slanted on the side of optimistic projections with little account taken of possible "flies in the ointment."



*National Society for the Study of Education*. Yearbook (56th) University of Chicago Press, 1957. 320p. \$8.00 (2 parts).

A well-rounded yearbook. It deals with the subject with more of an adequacy than one might expect. A most desirable addition to the literature of education.

PALMER, ARTHUR JUDSON. *Riding High: The Story of the Bicycle*. Dutton, 1956. 191p. \$5.95.

A fascinating, well-illustrated history of that best of all means of transportation. Anyone who rides a bike or ever did ride one will enjoy this book. Good for the school library.

POPE, LISTON. *The Kingdom Beyond Caste*. Friendship, 1957. 170p. \$3.00.

This is a short and rather competent analysis of race relations by one who advocates racial integration on the basis of his religious convictions.

PRATT, FLETCHER. *The Battles That Changed History*. Hanover, 1956. 348p. \$4.95.

Here is military history for the ordinary reader. Though the book is organized about a score of battles, the author treats the whole setting and significance of these battles from Alexander's time to World War II.

RICHARDSON, FRANK HOWARD. *For Teenagers Only: The Doctor Discusses Marriage*. Tupper, 1957. 112p. \$2.95.

A practical, sensible little book to help teenagers about such matters as petting, going steady, and early marriage. Easy reading—largely in the form of teen-age "bull sessions."

ROOT, ROBERT WALTER. *Progress Against Prejudice*. Friendship, 1957. 165p. \$2.50.

This small book reports many cases of "progress" in integrating the Negro into all phases of American life, especially in church and religious relationships. The material is rather objectively reported although the author makes it clear that he believes that "racism is sinful" and that the "whites are the chief offenders."

STRECKER, EDWARD ADAM AND V. T. LATHBURG. *Their Mothers' Daughters*. Lippincott, 1956. 255p. \$3.75.

A popular and quite readable treatment of mother-daughter relationships and the learnings of the female sex role in our society, enlivened by many case references, with a Freudian bias.

TOLLES, FREDERICK BARNES. *James Logan and the Culture of Provincial America*. Little, 1957. 228p. \$3.50.

Another volume in the useful "Library of American Biography" series. Logan was one of the major provincial leaders of early 18th century Pennsylvania. He exemplifies the men who brought learning to the New World and remolded it to suit the unique conditions found in America. The book is simply, but skillfully written.

WHITE, WILLIAM CHAPMAN AND RUTH WHITE. *Tin Can On A Shingle*. Dutton, 1957. 176p. \$3.50.

The fascinaing story of the Union ship MONITOR which did battle with the Confederate ironclad MERRIMAC. In a dramatic encounter the age of iron began in naval warfare. The author's account is clear and fast moving, and should be entertaining and informative to both teenagers and adults.

WOOLEY, SIR LEONARD. *Dead Towns and Living Men*. Philosophical, 1956. 220p. \$6.00.

An autobiographical account of Wooley's interesting career as an archaeologist which dates back to the pre-World War I era. Good reading for the student who wants to learn how we learn about early civilization.

WORCESTER, DONALD EMMETT AND WENDELL SCHAEFFER. *The Growth and Culture of Latin America*. Oxford University Press, 1956. 963p. \$8.50.

A very well-writtten history intended for college use. This is much more than a hand-book of facts; It is history intended for the thoughtful and reflective reader.



## Textbooks

BRIGHT, FRANK F. AND RALPH POTTER. *To Be An American*. Lippincott, 1957. 636p. \$3.80.

An anthology designed for text and supplementary use. The book is filled with excellent selections and divided into six units. Typical units are "Freedom and Responsibility" and "Legend and Legacy."

DEGRAZIA, ALFRED. *The American Way of Government*. Wiley, 1957. 806p. \$6.50.

Another addition to the growing shelf of college texts for American government courses. This one stresses structure and procedures in government operations. It is clearly written and should prove to be a popular text.

DOUBLEDAY, NEAL FRANK. *Studies In Reading: And Related Writing*. Heath, 1957. 474p. \$4.25.

A rich and appropriate collection of items, carefully selected and ordered and accompanied by well-prepared exercise material. Particularly useful for correlating reading, writing and discussion. A very attractive book as well.

HOFSTADTER, RICHARD AND OTHERS. *The United States: The History of A Republic*. Prentice, 1957. 812p. \$7.95.

A first rate textbook in American history. The attractive features include clear maps, good illustrations and a pleasant format. The interpretation seems balanced and there is a fair division between political and social topics.

LATOURETTE, KENNETH SCOTT. *A Short History of the Far East*. Macmillan, 1957. 754p. \$6.00.

A new edition of one of the most satisfactory general histories of Asia. (India is included as well as East Asia). The major change from earlier editions is an additional chapter. The reader who knows little about the history of this continent will find this book more useful than some of the other standard college texts.

STEPHENS, JOHN MORTIMER. *Educational Psychology: The Study of Educational Growth*. Holt, 1956. rev. ed. 717p. \$6.00.

A useful text, written in a careful, scholarly fashion. Covers the standard areas; learning, social development, transfer, guidance and mental hygiene.

## PEABODY COLLEGE ALUMNI MEETINGS

## Fall 1957

Officers in Charge	Date	Place	Function	Hour
ARKANSAS Little Rock	Friday November 8	Marion Hotel Continental Room	Breakfast	7:30 a.m.
LOUISIANA Shreveport	Tuesday November 26	Captain Shreve Hotel Garden Room	Luncheon	12:15 p.m.
MISSOURI St. Louis	Friday November 8	Miss Hulling's Cafeteria	Breakfast	7:30 a.m.
NEW MEXICO Albuquerque	Thursday October 24	Hilton Hotel Ranch Room	Breakfast	7:00 a.m.
OKLAHOMA Oklahoma City	Friday October 25	Y.W.C.A.	Breakfast	7:30 a.m.
EAST TENNESSEE Knoxville	Friday October 25	Farragut Hotel	Breakfast	7:45 a.m.
WEST TENNESSEE Memphis	Friday October 11	Claridge Hotel Aztec Room	Breakfast	7:30 a.m.
TEXAS Dallas	Friday November 29	Statler-Hilton Hotel	Breakfast	7:00 a.m.
VIRGINIA Richmond	Thursday October 31	Holloway House	Breakfast	7:30 a.m.
WEST VIRGINIA Charleston	Monday October 28	Daniel Boone Hotel	Friendship Hour	3:30- 4:30 p.m.

# PEABODY *Journal* OF EDUCATION

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# PEABODY JOURNAL OF EDUCATION

VOLUME 35

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NUMBER 3

## *Editorial*

### No Time for Prophecy

If you were born at Eagleville you are likely to have a certain quality, hard to present in detail but extremely obvious. You are not modest, neither are you immodest; you are neither conceited nor humble; nor are you selfish or unselfish. You are neither open nor concealed. You tremble on the brinks of all these, and leave your audience confused and conscious of a gaping void in the department of prophecy. Eagleville was established to baffle the prophets.

Dr. John Edwin Windrow was born at Eagleville.

And the moral of this is to approach with conservatism any prophecy you may be inclined to make as to where Mr. Windrow is at any given time, what he may be doing, and what his immediate motives are. His mind is always in motion and it runs on many tracks, and the schedule is known only to God.

He grew up in Eagleville, breathed its air, absorbed its ideals, and took on its ways. One of its ways was to go to college if at all possible. The impossible was, and remains, a remote term in the Windrow lexicon. So he went to college at nearby Murfreesboro. In college he managed to frustrate the prophets and graduate with considerable prestige. There followed important engagements in the public schools of Tullahoma and Clarksville. The prophets puckered their collective brow and played it safe, "He'll either teach them a good school or burn the building down." The building remained intact.

Then, in the late summer of 1925, President Bruce Payne, who liked nothing better than to practice prophecy on the unpredictable, offered Windrow the secretaryship of the Peabody Alumni. That was almost

a third of a century ago. The assignment has been enlarged impressively. It now includes a Professorship, an Editorship, an Ambassadorship to Educational Meetings with many Portfolios, a Sunday School Superintendency, an Agrarianship, a Directorship of Public Relations and Public Services, a Healership of Wounded Hearts, a Photographer-ship of People, Picnics, Panoramas, and a few hundred casual assignments made as the demand arises, singly not of special importance but collectively vital. In ways as effective as unpredictable, he has solved the problems committed to him. Windrow's duties have outgrown the campus, the state, and spread into the world's various quarters. But the job has had to hustle to keep up with its secretary.

# The Problem of the Mediocre Graduate Student

**JOHN ERLE GRINNELL**

**Dean, College of Education**

**Southern Illinois University**

**Carbondale**

“Mediocre” in this context is a generous word. Moreover I do not imply by using the singular number that the mediocre student is unique—or even rare. Actually he and his brothers are legion. Though I shall make no effort to prove the assertion I must say that the problem is felt with most force in state colleges and colleges of education. In any case my close observation has been limited to such colleges. These I have watched over with the jealous eyes of a Dean for better than a quarter of a century.

Democratization of education, my friends glibly tell me, accounts for the large number of well-intentioned but meagerly endowed men and women who press on for the master’s degree a year or five years or many years after graduation from college. That is only part of the answer and perhaps the smaller part. The rapidly increasing population of teachers is offered as another obvious answer. The more teachers we have the more will come back for graduate work, these informants hold. It is crowded at the foot of the ladder and they want to get up a rung or two. That answer, too, has the ring of the obvious, but it simply suggests that we might expect a larger number of the able ones than we had in graduate work a generation ago. It does not account for the hordes of chronic “C” and “C+” students who pour into the graduate classes of any college that will admit them. Surely many of them are content with the agreeable mediocrity of the lower rungs of the ladder.

To look full face at the problem let us attempt to categorize all our graduate students in education. Would not the categories be somewhat as follows:

1. Those who come, as their predecessors did a generation ago, because they want more education and like the task of learning.
2. Those who come to keep up with the Joneses, who came to keep up with the Smiths.
3. Those who want to be supervisors, principals, superintendents, or others who can give orders and feel important.
4. Those who want to keep on teaching—just anywhere—but who, to satisfy the front office or state “law,” must accumulate a fifth full year of “training” which the state certification department to save itself headaches translates as master’s degree.

The first category we will not examine at all. We hope their numbers may increase and highlight the dreary wastes of the long evening classes. From their ranks come most of the doctorates, the professors, the specialists, the writers, the researchers.

To the second group belong a growing number who think going on for a master’s is the thing to do because friends they admire have done it and because one should really have a master’s degree. This group is comprised mainly of younger people who haven’t taught at all and are in no special hurry. Being around a college is fun. Others have taught a year or so and want something stimulating to do in summer that might later be turned into profit. They may traipse off to summer school anywhere. I met, several summers ago at the University of Colorado, a young lady who was doing her 11th campus in twelve years. I didn’t have the presence of mind to ask her what she did the missing summer and I’ve been anxious about it ever since.

Some of these have good minds and a few like the intellectual life of the college as much as the social. Some of them, especially among the younger ones, catch fire under the enthusiasm of some professor and race on to a well earned doctorate. Many of them have good minds spoiled by under-graduate indolence and the mores of their group. Some of the young and able professors of my acquaintance basked in the careless sunshine of this group for a while.

The third group, too, is a mixture of the competent and the incompetent. It is cruelly true that among aspirants to the master’s degree



in administration and supervision the will to be a principal or superintendent is infinitely more common than the ability to make a good record along the graduate road. Supposedly there is more dignity and therefore more difficulty (I'll not argue the case) in pursuing an administrative or supervisory degree than one leading toward better teaching. This assumption, however, does not prevent people who have been second and third rate teachers from believing that if they go back to college, "dig in real hard," and stick to it they will come out with a degree, a principal's license and an easier job. Graduate schools in our mid-America are bountifully supplied with such students working with pitiful inadequacy along side the truly able men and women who will fill the important administrative posts of tomorrow.

By far the largest group and the one which sets off agonizing reappraisals of the master's degree is the fourth. Many states have moved or are moving toward the requirement of a fifth year beyond high school for permanent standard (or first class) certification for teaching in any of their schools. From the enactment into law of the requirement to the interpretation that "the master's degree will be the accepted way of meeting the requirement" is a short step. Most State Boards of Education and Certification officers find such an interpretation a headache-saving one for them. But the headache then passes to the teacher-training institutions within the state.

The assumption, unhappily, is that every teacher is qualified to do master's degree work. Indeed I have heard this argument advanced more than once by State Board members and by officers of a state teachers' association. Faculties of state-supported colleges feel obliged under such conditions to accept for graduate work all teachers who present themselves. Yet these same colleges almost without exception require a B average for the master's degree. Behold the dilemma. Teachers who graduated with a C average go back for their master's degree and are expected to make a B average. Few in number are the professors who refuse them the B grade. What happens to graduate standards is as obvious as it is regrettable. To make matters even worse strong undergraduates in the same course are given C's to make room in the grade distribution for the faltering graduate "B's." No one is fooled.

The able graduate student is stretched less than he should be, the good undergraduate has difficulty getting proper grade recognition, and the mediocre graduate student who seldom had a B as an undergraduate now is falsely identified as a B student (whatever that means) and acquires the dignity of a master's degree. There are exceptional schools of course and exceptional professors. The mine run of teachers who must have the degree and lack the scholarly mind or temperament tend to make these exceptions fewer each year.

A further erosion of the quality of work done by the mediocre student comes about through night and extension classes. The teacher works all day in the classroom and at night with papers to grade or with family obligations, rushes from school to an extension class some 30 miles away. The class meets once a week for a quarter or a semester for three hours or so at a time. The student has little or no time for library work and supplementary reading is meagre. The mediocre extension students working for graduate degrees are usually much more interested in how easy the professor is than in how valuable the course is. I expect to hear howls of pain after that statement. It is also true that some colleges furnish happy hunting grounds for mediocre students for no better reason than that the college needs the money from the fees. The classes are taught by persons not connected with the regular college faculty and with qualifications little better than those of the students they teach. Maintaining high standards in extension classes under the most favorable conditions is difficult; under conditions observed all too often in contemporary America, there is no will to require or to do work of distinctly graduate character.

Is there a solution? Frankly, I do not know. Doubtless there are still colleges untouched by the problem. I doubt that there are many such. Many educators, including some of education's first flight spokesmen, say in substance, "So what? Let's call it 'fifth year' and wash out the master's degree as a research degree." We may come to that. Many others observing the strength of the master's degree in other fields want to make it a serious test of quality in thinking, writing, and problem solving if not in strong, original research. They want, moreover, to escape from the compulsion or what they feel to be the compulsion of giving B grades for inferior performance.

Hurdles one after another have been removed. The thesis is gone in most colleges. The language requirement is long gone for the master's degree and is losing its hold on the doctorate level. Comprehensive examinations and orals are drifting away. The influx of mediocrity has so wearied the faculties that they have dropped one after another the tests of quality that they had to undergo a generation ago when they earned their degrees.

Is it possible to have a two track master's degree plan, one track leading to the doctorate which then should be bulwarked, and the other leading to the master's degree as a terminal degree? The objections, of course, are many. Unless the degree is clearly designated as pre-doctoral, or what have you, confusion would be compounded in graduate schools. All schools would eventually have to agree on the designation of the degrees and the requirements for each.

I should like to sketch briefly what I would hold to be worthy in the requirements for pre-doctorate master's, the formal introduction, as it were, into the company of scholars.

1. Native language proficiency. I hold completely with the Dean who remarked dryly that it is a good thing for our students to have five or six years of English for, after all, they should learn some language other than their own. Anyone who has labored with graduate student papers will know how little proficiency the average graduate student has in the use of his language.
2. General education background. Whatever deficiencies in the humanities, social studies, or sciences are apparent should be repaired. It is not unreasonable to require an examination that should assure the graduate faculty that the candidate has gone forward rather than backward in this area that is so needful to informed public living and teaching.
3. General acquaintance in the professional field. This should include not only familiarity with leading theories, principles, issues, and research findings, but also with the journals, national leaders, and where the frontier work is going on.
4. Specific Requirements.

- (a) Though I will find little support, I hold to a requirement of reading proficiency in a foreign language of some richness of literature and scholarship.
- (b) Not less important in my judgment is command of scientific procedures and tools. The most difficult of these is usually held to be statistics.

Moreover there should be many tests of the candidate's capacity for objectivity. We live in a world of political cliches, hidden persuaders in advertising, mass influencing, and newspaper sensationalism. The serious graduate student must prove that he has put away wishful thinking with his childish ways and is competent and courageous enough to look for truth and to face it when he sees it.

Such a master's degree would be worth the earning and, I believe, would attract only young men and women of proved competence.



# University Extension

**J. W. BROUILLETTE**

**Director of Extension**

**Louisiana State University**

Mature man can be educated or re-educated. Unique among living organisms, man has learned to scrub his teeth and scrape his beard. Other organisms have teeth and beards but have not learned to scrub and scrape. Perhaps this lack of educability in man's contemporaries is all for the best. What an immense tube of tooth paste the elephant would require! What a tough razor blade would be needed for the beard of the bison!

It is common knowledge that man's brain and its correlative nervous system is his greatest asset. On a comparative basis, his brain is indeed large and powerful. This thinking apparatus coupled with a unique forepaw which has a thumb opposed to the fingers has given him a learning capacity which is seemingly without bounds. In short, man's learning and knowledge storing capacity is the most astounding mechanism that has evolved on this dead little planet, perhaps the most marvelous development in the entire universe, including the galaxies millions of light years from man's home.

Man learns and he stores knowledge. Some believe his memory capacity can store all the fact and fiction catalogued in the Library of Congress with space left for more. Furthermore, his imaginative powers parallel his thinking powers. The symbolic equation  $E = MC^2$  has enabled him to loosen, if he dares, forces potentially wicked enough to destroy his own race and all the other living protoplasm on his little globe. He is mobile. He propels himself through the air without wings. At the very time this is being written it is reported that puny man has flung his own moon in the space beyond—albeit a Russian satellite—now circling its own orbit at five miles per second. No mean feat that is. Now he dares to dream of venturing himself into outer space. He has the ability to put into words the thought—"a thing of beauty is a joy forever." But man, because he is capable of the thought, has also said of his own Maker:

Our better part remains  
To work in close design, by fraud or guile,  
What force effected not; that he no less  
At length may find, Who overcomes  
By force hath overcome but half his foe.

Strange, indeed, is man, but he is no less educable, even in his maturity. Nearly as astounding as man's ability to learn is the fact that he can train himself to learn as long as he lives. For him, learning can be a life-long process. It may be difficult to teach an old dog new tricks but man is neither dog nor spider. If he so wills it he continues to learn to the last—that is if he does not jellify.

In accordance with man's ability to learn for a long period of time, it is the function of University Extension to extend university education, services, and ideas to men found in all corners of the realm whether a community, a state, a nation or further. University courses are being taught or have been taught in nearly every sizable community in America, in Panama, in Labrador, in Korea. A memory to linger is the picture of an American infantryman studying algebra beside a machine gun behind barbed wire on a Korean hill facing the Shawaan Valley.

The university itself from which University Extension stems is among man's most highly developed devices to further his own development. Initially, it is said, the university was conceived as an institution for mature scholars who chose from among their own number the greatest to serve as faculty. Such were the organizations at Bologna and Salerno.

The seventy-six National University Extension Association members enrolled between 500,000 and 600,000 full-time students on their campuses in 1951-1952. In this same period over 50 million people utilized one or more of their university extension services with more than a million and a half taking part in organized and continuing instructional programs. Three hundred twenty-five thousand were enrolled in extension classes by 57 institutions, 305,000 were served through library extension services in 17 institutions.

If Dr. Morton<sup>1</sup> had compiled the figures for 1955-1956, he would

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<sup>1</sup> See, John R. Morton, *University Extension in the United States*. University of Alabama Press.

have found a considerable expansion in all categories of extension.

American universities need not wait until 1960 or 1970 to find a tidal wave of students knocking at their doors. There is such a wave of adult students pressing on the university door now and the tide is not yet at flood.

Shall the tide be barred? Should it be diked? Is educational leadership ready to say youth is first, the other is secondary? The questions have been raised and as Mr. Utterson said in Stevenson's immortal *Dr. Jekyll and Mr. Hyde*, "You start a question, and its like starting a stone. You sit on the top of a hill; and away the stone goes, starting others, and presently some bland old bird (the last you would have thought of) is knocked on the head in his own back garden and the family have to change their name." But here we shall not follow Mr. Utterson's admonition. He answered his own question, "No sir, I make it a rule of mine; the more it looks like Queer Street, the less I ask."

The converse course is followed here—the more it looks like Queer Street, the more questions we ask. Is it not true that since its founding, the great among American academic men have believed that a university has as a major purpose—the public welfare? Is a University a static institution which can always be precisely defined or is it a constantly changing, growing organism, alert always to use its resources to promote the well-being of man—wherever man lives?

This is what Francis Landry Patton, newly inaugurated president of Princeton said in 1888: "The university is intended to be the home of culture, a place where learning keeps state, and where men are interested . . . in things of mind . . . I believe the learning acquired at a university should be regarded as valuable for its own sake rather than for the sake of the use that is to be made of it. That being the case, we shall not preclude professional training; it will naturally take a subordinate place in our plans, and our idea regarding the aim of a university will be a restraining influence in relation to the development of schools that teach men the material arts."

Would Francis Landry Patton last long as president of a modern state university? Could it be that the phenomenal strength which obtains in the Land Grant Colleges derives, in part at least, from their direct services to their adult supporting populations?

I wish it were unnecessary to raise the question: What is the role of a university (or a college) in the service of a state? But, I am inclined to believe that the question should be raised again and again by university administrators. There is a different conception of the function of a university, in some universities at least, in the land today than the accepted function in Patton's day. Perhaps the Federal Land Grant Act—The First Morrill Act—helped to change the older conception.

How would Mr. Utterson answer Storr's<sup>2</sup> question?—"How strongly are we motivated by the conviction that the prime duty of a university is to make all knowledge available to Everyman as a matter of his right?"

University Extension—sometimes an ineffective voice within the University Family—is always on the more liberal side when University function is defined. University Extension, though it may not be in agreement with his judgment on integration in the public schools, is in harmony with Chief Justice Warren in his statement: "It may be that we are coming to grips with the richest opportunity in history, to make available to every person all the cultural resources that have been painstakingly formed and assembled throughout the century."

University Extension does meet with opposition, sometimes in the very institution it serves. There are many of the academic brethren—not always the great scholars, for the real scholar is ever ready to test his scholarship in the middle of the market place—who, even in 1957, cannot conceive of instruction being of university grade if not dispensed immediately under or contiguous to the Ivory Towers. But, as a rule, the more solid and mature the scholar, the one with genuine stature on the campus, the more willing and ready he is to share with Everyman what has given his stature—even if Everyman lives in the farthest corner of the realm.

Perhaps Dr. Bortz, of the Graduate School of Medicine of the University of Pennsylvania, expresses the value of University Extension most eloquently. Said he, "My belief is that human life should rise to a majestic climax in the more important mature years. I do not subscribe to the statement that youth knows all. I do not hold young adult values superior to those of the mature body and mind."

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<sup>2</sup> See Richard Storr. *The Public Conscience of a University*.



University Extension must contend always with the great tendency of the academic brethren to standardize. The conservatism inherent in the academic mechanism veers the University efforts, originally intended for the improvement of the public good, to standardization, toward the protection of the cloistered scholar.

Kelly long ago pointed out, "There is a tendency for each separate group of people, having similar training, to undertake to state in more or less detail the educational requirements for admission to that group. . . . In every case, the standards set up have been in the form of expressions of opinion or at most recommendations. In relatively short time, steps usually follow to enforce compliance, either by the use of an approved published list, or by excluding from memberships in national associations those schools or colleges which do not conform . . . few schools having strength enough to survive the pressure."

The pressure for conformity on the Universities of the southern region is particularly vocal and emphatic. Only the strongest among the universities dare determine for themselves their own functions. Only the strongest ones can insist that they, as universities, will determine their own standards of excellence and thus decide the kind of credit which will be recorded.

Many institutions, not in a position, or not desiring to extend their resources beyond the confines of their campuses, tend to look upon the extension services of sister institutions as being beyond the pale. College credit earned through extension is to them tainted coin. Institutions not engaging in extension work tend to bunch together to exert pressure through accrediting agencies to limit severely university credit earned through extension. Arbitrary standards are often imposed to prohibit extension services or to limit severely the amount of university credit which will receive approval. This pressure often leads to absurd institutional practices to offset the limitations imposed.

The regulating agency will approve university residence credit for course XXX-1 in the institution's catalog if taught on the campus for a special group on a Saturday morning. The special group will drive like mad 50 miles or more to attend class for two hours and will leave immediately after class to drive like mad for home to have a few hours of free time on Saturday afternoon. The class has met on the campus and satisfied the agency regulation and residence credit is

achieved. The instruction received is approved and genuine. The same instructor in another case drives 50 miles the night before, and, after a night of rest teaches the same subject to a less tense group in a classroom away from the campus. This group receives extension credit which, on the market counter of the registrar, may or may not be as valid as the instruction given on the campus. This over simplified example illustrates the paradox of the university mind.

How does an American university meet the challenge of the ceaseless quest for truth, for information, for a better life on the part of the mature citizens of the realm who are unable to study on the campus for a prolonged period of time? Actual university classes are taught whenever feasible. Correspondence study, whereby the individual working alone may profit from the university's resources, is part of the extension program. Short courses, conferences, seminars, library services, lectures all are integral parts of the university contribution to the continuing education of mature man. The campus instructional program for youth is only part of the university's responsibility to society.

The great voice of America as Woodrow Wilson said, "comes in a murmur from the hills and woods and farms and factories and mills rolling on and gaining volume until it comes to us from the homes of the common man." Now as never before the destiny of the country is bound in the thinking of the common man. The function of the university is to give to the common man the answers he seeks in his quest for the good life.

Van Hise of Wisconsin first clearly defined the peculiar responsibility of a State University for educational services beyond the traditional functions of resident teaching and research. Said he, "Whether it (adult education) is the function of the University should be decided by the simple criterion as to whether the University is the best filled instrument to do the work. If it is," he continued, "it should do the work without reference to any person's preconceptions of the scope of a University."

University Extension has as a major purpose taking to the people that portion of its knowledge and wisdom which they can assimilate. When this is done the public welfare is served.

# The Nashville Community Study

**ELEANOR GRAHAM**

**Assistant, Department of Instruction  
Nashville City Schools**

On April 15-16, 1957, the administrative, teaching, and secretarial personnel of the Nashville City Schools—over 1200 persons—studied the Nashville community. Seventy interest groups, varying in size from ten to fifty persons, gathered information on selected phases of community life. Three hundred fourteen field trips were made, including visits to such varied places as the top of the Life and Casualty Tower, the City Council in session, and a train coach at the Union Station.

An encouraging feature of the work was the enthusiasm of persons in the community who were invited to assist in the program. Four hundred fourteen community consultants, including government officials, industrialists, educators, engineers, musicians, architects, novelists, historians, ministers, physicians, and social workers gave generously of their time and specialized knowledge.

The general purposes of the Community Study were to give school personnel opportunities to gain a better understanding and appreciation of the community and to find ways to enrich the instructional program of the Nashville City Schools. More specifically, it was hoped that resources would be discovered which might profitably be used in classrooms; that places suitable for field trips would be identified; that teachers would find ways to relate more closely what is being taught to the lives of the children; and that teachers and, in turn, children might see the community in perspective and grow in community spirit and participation.

The Community Study was carried on under the general direction of the Superintendent's Advisory Council on Curriculum Development with the assistance of twelve community leaders. Seventeen areas of the life of metropolitan Nashville were identified as focal points for the organization of the work; namely, the arts, business, communication, education, geography, government, health and safety, his-

troy, housing, industry, labor, organizations, population, recreation, religion, transportation, and welfare. Within the broad areas seventy topics were selected for study.

Plans for the program were introduced to principals and faculty representatives at a dinner meeting at North Nashville High School. Dr. Henry Hill, President of George Peabody College for Teachers, addressed the group on "The Role of Community Study in the Instructional Program." Cardboard miniatures of distinctive buildings of the city and pictures of local scenes were used as table decorations. An exhibit, featuring miniatures of Nashville's first building, Fort Nashborough, and Nashville's newest skyscraper, the Life and Casualty Tower, dramatized the growth of the city. Later, the program was introduced to community consultants at a luncheon meeting in the Old South Room of the Maxwell House Hotel.

When school personnel had designated the phase of community life that they would study, committees were selected from each of the seventy groups to plan the programs. The committees were assisted by community consultants and members of the supervisory staff. Group members were encouraged to build backgrounds of information by following their topics in the local newspapers, doing research, formulating pertinent questions, and, in many instances, meeting for planning and orientation.

On April 15-16, the seventy groups gathered information through lectures, field trips, interviews, and research. Mimeographed cards were used to record information, the names of resource persons, suggestions for field trips, anecdotes, statements of community problems, recommendations, and suggestions for follow-up.

Only the principal features of a few of the programs can be given in this article. Recommendations from the groups are included in the group reports.

The general area of the arts was organized into groups studying Music, Architecture, Painting and Sculpture, Literature, Theater and Dance, Recordings, Puppetry, Commercial Art, and Ceramics.

Mr. Walter Sharp, Head of the Department of Fine Arts, Vanderbilt University, addressed the group studying Music on "The Nashville Symphony Orchestra; Its Contribution to the City." Subgroups heard addresses by Dr. Irving Wolfe, Professor of Music, George



Peabody College for Teachers, on "The Nature of Folk Songs"; Dr. George Boswell, Professor of English, Austin Peay State College, on "Folk Music in Tennessee"; Mr. John W. Work, Director of the Fisk Jubilee Singers, on "The History of the Jubilee Singers"; and Mr. Herschel Gower, Graduate Student, Vanderbilt University on "Scottish Folk Songs." Brief recitals by the Woodwind Quintet of the Nashville Symphony Orchestra, the Fisk Jubilee Singers, the Peabody Madrigalians, and the Peabody Choir; research in local libraries to discover resources; interviews with distinguished teachers; and an address by Mrs. Noble Van Ness on "The Symphony Program in the Schools" were features of the program. The group recommended that their report, lists of materials, and names of resource persons be made available to teachers. It was also suggested that a workshop on music be held and that schools increase their purchases of books in the area of music. An article "The Use of American Folk Music in the Schools," which was collected by the group, is now available to teachers.

The group studying Architecture heard an address by Mr. Edwin Keeble, Nashville architect, on "The Nashville Story as Told by Its Buildings." Mr. Keeble also conducted a series of field trips to see distinctive homes and buildings in the city. The group recommended that a resource unit on "The Nashville Story as Told by Its Buildings" be developed and made available to teachers.

Mrs. Clara Hieronymous, Art and Drama Critic of *The Nashville Tennessean* addressed the teachers studying Painting and Sculpture on "The Nashville Museum of Art; Its History and Its Present Contribution to the Cultural Life of the City." Work in painting and sculpture were observed on field trips to the Nashville Museum of Art, the Carl Van Vechten Art Gallery, the Children's Museum, and the classes of Mr. Puryear Mims and Mr. Gray Phillips at Vanderbilt University. Mr. Philbrick Crouch, Director of the Children's Museum, addressed the group on "The Museum Looks Ahead." The teachers recommended that a summary of their report be mimeographed and made available to teachers.

Miss Isabel Howell, Director of the Library Division of the Tennessee State Library and Archives, addressed the group studying Literature on "Nashville's Literary Milestones." Subgroups interviewed Mrs.

Thomas Barr, Nashville novelist, on "Literary Research as It Relates to the Writing of Fiction" and Dr. Arna Bontemps, Librarian of Fisk University, on "Children's Literature." Other features of the program were research in the local libraries on "Creative Writing in Nashville," an address by Dr. Mildred English, Professor of English, George Peabody College for Teachers, on "The Wise Use of Community Resources," and a tour of the Tennessee State Library and Archives to see exhibits related to the work of Nashville authors. The group recommended that a fact sheet on the services of the Tennessee State Library and Archives, a list of resource persons, and recordings of selected ballads be made available to teachers. It was also suggested that a resource unit on Nashville authors be developed for English teachers in the junior and senior high schools.

The general area of health was organized into groups studying the School Health Service, Public Health Facilities and Services, Medical Schools and Schools of Nursing, Hospitals, Clinics, Nursing Homes, and Safety Agencies.

Dr. W. R. Manlove, Director, Public School Health Service; Dr. J. J. Lentz, Director of Health, Nashville-Davidson County Health Department; and Mrs. Virginia Tompkins, Supervisor of Nurses, County Health Department, spoke to the group on "The Contributions of the Health Department to the Community." Conducted tours of the Davidson County Health Department, the Junior League Home for Crippled Children, and the Bill Wilkerson Hearing and Speech Center were features of the program. The group recommended that a brochure on "Health Facilities and Services" be prepared and made available to teachers.

Dr. Sam Clark, Head, Department of Anatomy, Vanderbilt School of Medicine, addressed the group studying Medical Schools and Schools of Nursing on "Nashville as a Medical Training Center." Following conducted tours of the Vanderbilt Medical School and the Meharry Medical School, sub-groups interviewed representatives from nursing schools in the city to gather information on "Nashville as a Center for the Training of Nurses." The group recommended that an effort be made to alleviate the shortage of nurses by organizing Future Nurses Clubs in the high schools.

The areas of geography and history were divided into groups study-

ing Land Formation, Water Resources, Plants, Climate and Astronomy, Birds and Animals, Conservation, Exploration and Settlement, Historical Markers and Buildings, Legends and Folklore, and Historic Homes.

Dr. Frank Alexander, Assistant State Geologist, spoke to the teachers studying Land Formation on "The Geology of the Nashville Area." Photographs of recent excavations in Nashville, filmstrips showing the rock base of the city, and samples of minerals and fossils were used to illustrate the talk. Land formations in Nashville and the surrounding areas were studied in a series of field trips. Following a discussion of the formation of the Central Basin, the group visited the Life and Casualty Tower to observe the topography of Nashville and the surrounding area. The group recommended that material on the geology of the Nashville area and a kit of minerals and fossils be made available to teachers.

Colonel Gilbert Dorland, Executive Assistant to the President of the Nashville Bridge Company, addressed the group studying Water Resources on "Water Resources in the Nashville Area." Field trips were taken to the Nashville Filtration Center, the Gallatin Steam Plant, and the Old Hickory Dam where engineers spoke informally to the group and conducted tours. An important feature of the program was a visit to the Nashville Bridge Company to observe the construction of towboats and barges and a cruise on the Cumberland River to see the operation of public and private terminals. Resource materials including "Questions and Answers on Local Water Resources" and "A List of Pamphlets and Brochures on Local River Transportation and Water Supply," which were prepared by the group, are now available to teachers.

The teachers studying Climate and Astronomy heard an address by Dr. Jewell Phelps, Professor of Geography, George Peabody College for Teachers, on "Factors Which Influence Weather in the Nashville Area" and toured the United States Weather Bureau at Berry Field where Mr. Berl Henry, Director of the Weather Bureau, explained and demonstrated the uses of balloons and radar in forecasting weather. Following the showing of a film THE RELATION OF WEATHER AND ASTRONOMY, the group toured the A. J. Dyer Observatory where Dr. Carl Seyfert, Director of the Observatory,

spoke on "What May Be Learned from the Launching of Satellites." The group recommended that a resource unit on "Weather in Nashville" be developed and made available to teachers. They also suggested that the Audio-Visual Department of the Nashville City Schools make a filmstrip on the A. J. Dyer Observatory.

Mr. Gene Ruhr, Biologist of the State Game and Fish Commission, spoke to the teachers studying Birds and Animals on "Birds We See in Nashville" and conducted a tour of the Radnor Lake area to observe birds. Mr. Will Hon, Education Representative of the State Game and Fish Commission, spoke on "Using the School Grounds to Study Conservation" and conducted a tour of the grounds at Howard school to observe animal life. A unit entitled "Birds We See in Nashville" and partial units on "The Spider Family," "Ants," "Animal Homes," and "How Animals Protect Themselves" are now available to teachers.

Dr. Alfred L. Crabb, Nashville author and Professor Emeritus of George Peabody College for Teachers, addressed the group studying Exploration and Settlement on "The Settlement of Nashville." Mr. Hugh Walker, Feature Editor of *The Nashville Tennessean*, spoke on "James Robertson, Founder of Nashville." Subgroups under the direction of Mr. Albert Ganier, President of the Tennessee Historical Society, and Mr. Robert McGaw, member of the Tennessee Historical Commission, toured the Bluffs, the Sulphur Springs Bottom, the site of Freeland's Station, Demonbreun's Cave, points on the Natchez Trace, and the Dunham Cabin. A feature of the program was a tour of the Tennessee State Library and Archives where Mr. Robert Quarles, State Archivist, showed historic documents that are related to the early history of Nashville. Subgroups also visited Travelers Rest, Fort Nashborough, The Tennessee State Museum, and Dr. Hugh Young's Museum of Indian relics. A "Brief Sketch of the Early History of Nashville," "Stories about Early Nashville for Third Grade Children," "Copies of the *Diary* of Colonel John Donelson," a "Selected Bibliography Related to the Settlement and Early History of Nashville," and a "Bibliography on the History of Middle Tennessee" are now available to teachers. The group recommended that biographical sketches related to the history of Nashville, a chronological listing of historic events, and a resource unit on Nashville be developed for class use.



Mr. Stanley F. Horn, Nashville author, and Mr. Wirt Cate, Nashville author, conducted tours of the Granny White-Hillsboro Road and the Gallatin Road areas for teachers studying Historical Markers and Buildings. Among the places that the group visited were Fort Negley, Shy's Hill, Cragfont, and Rock Castle. Historic documents were studied on a visit to the archives of the Davidson County Court House. The group recommended that their report and agenda be mimeographed and made available to teachers.

The teachers who studied Historic Homes visited Belmont, Riverwood, Peach Blossom, Wessington, and Old Town under the direction of Dr. Alfred L. Crabb. A scrapbook containing an introduction by Dr. Crabb, descriptions of the homes, a map, and kodak pictures was prepared by the group. Portions of the scrapbook, entitled "Historic Homes," is now available to teachers. The scrapbook is on display in the Elliott Library.

The group studying Legends and Folklore heard addresses by Dr. John E. Brewton, Head of the Department of English, George Peabody College for Teachers, on "The Nature of Folklore" and Dr. George Boswell, Professor of English, Austin Peay State College, on "The Place of Folklore in Public School Education." Subgroups heard Mrs. Mary Stahlman Douglas, Book Page Editor, the *Nashville Banner*, on "Lore of the Cumberland River"; Miss Mary Calvert, descendent of Edward Barnard, on "History and Legends Related to Comet House"; Mrs. J. Emerick Nagy, Director of Research and Statistics, Nashville City Schools, on "Origins of Place-Names in Nashville"; and Mrs. Nan Roberts, Elementary Teacher in the Davidson County Schools, on "A Folklore Map of Tennessee." Features of the program were the demonstration of musical instruments and the singing of folk songs by Dr. Boswell and Mrs. Lynn Farrar. An article "Scholarship in Tennessee Folklore" by Dr. John Brewton, "Literary and Pictorial Maps, a List of Sources," and "Tennessee Folklore, a Bibliography," which were collected by the group, are now available to teachers.

Teachers interested in communication studied Newspapers, the Telephone, the Post Office, and Television. Railroads and Airlines were studied by groups in the general area of transportation.

Mr. John H. DeWitt, President of WSM Television, addressed the group studying Television on "The Contribution of Television to the

Life of the City." Dr. Felix Robb, Dean of Instruction, George Peabody College for Teachers, spoke on "Educational Television" and Dr. John J. Hanson, Assistant Professor of Education, George Peabody College for Teachers, explained and demonstrated the operation of closed circuit television. Conducted tours of the three local television stations and a panel discussion on "Commercial Television as an Asset or a Liability to Classroom Teaching" were features of the program. The group recommended that the magazine *Scholastic* be placed in the libraries of the schools so that classes may utilize the guides for educational programs and that a list of resource persons from the television stations be made available to teachers.

General Frank McCoy, Executive Director of the Nashville Aviation Commission, addressed the group studying Aviation on "The Development of Aviation in Nashville and the Surrounding Areas." Mr. J. W. Hooper, General Superintendent of the Airport, spoke on "Nashville's Strategic Location as an Airline Center" and conducted a tour of facilities at Berry Field. The teachers also visited Sewart Air Base to interview Captain J. H. Watkins, Assistant Chief of Administration, on "The Relationship of Sewart Air Base to the Nashville Community." Members of the group are currently making a film-strip from kodak pictures which were taken on the field trips. It was recommended that a resource unit entitled "Aviation in Nashville" be developed and made available to teachers.

The general area of industry was organized into groups studying Printing and Publishing, Synthetics, Apparel and Related Products, The Construction Industry, Fabricated Metal Products, Lumber and Lumber Products, Food Processing, Chemicals and Allied Products, Greenhouses and Nurseries, Transportation Equipment, and Nashville's Stake in World Trade.

Teachers interested in recreation studied Recreation in the City Schools, the City Park Commission, The YMCA, YWCA, YMHA, the Salvation Army, Youth Incorporated, Church Organizations, Scouting, the State Division of Parks, and the State Game and Fish Commission.

The general area of business was organized into groups studying Wholesale and Retail Sales, Money and Banking, Stocks and Bonds, Real Estate, and Insurance.

The general area of education was organized into groups studying

Public Schools, Private Schools, Libraries, Museums, Colleges and Universities, Free Adult Education, Business and Trade Schools, and Educational Programs in Prisons and Reformatories.

Other groups studied Government, Religion, Population, Organizations, Housing, and Welfare.

As a result of the study of Nashville, forty examples of curriculum materials are now available to teachers in the Nashville City Schools. These include fact sheets, lists of resource persons, suggestions for field trips, bibliographies, filmstrips, units of work, and book entitled *Our Food Heritage in Nashville*. Work on other materials is now underway. It is hoped that a book on Nashville may be developed from the vast amount of information that was collected. Other, less tangible results of the Community Study, are the growth of community spirit and a fostering of closer relationships between the community and its schools.

# Don't Damn the Teacher

R. LOFTON HUDSON  
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It seems fashionable these days to condemn the poor school teacher. With overcrowded rooms and underpaid teachers, it is no wonder they act a bit frustrated at times.

But pupils are somewhat trying too. We parents have cut our teeth on the don't-suppress-your-child bone. It is about time for somebody to suppress them a little.

My nine year old daughter, a fourth-grader, claims that Miss X screams at the pupils and has a pretty hard time. Our informer does not admit that the 38 pupils give her the hard time. After all, it is her first year in the school room, and she probably feels more inadequate than we parents realize.

On a particular day our Patty was up in the aisle talking to a little boy two seats ahead. This is the pupil's report of the occurrence. We felt too embarrassed to check it with the teacher.

Miss X said, perhaps louder than necessary, "Sit down, Patty."

With an ugly expression on her face and a hurt suppressed tone of voice Patty said, "I was just getting the assignment."

This time the teacher did speak up. "Patty, sit down—*now!*"

The fatal mistake came then. At least from my daughter's standpoint it was fatal. Under her breath and much too low for any normal human being to hear, Patty muttered, "Damn you."

"What did you say, Patty?"

No reply.

"What did you say, Patty?"

No reply, but face much whiter.

"Come up here, Patty."

As meek as a lamb and whiter than his wool, Patty walked to the front of the room.

"Now what was it you said?"

Later she said, "Daddy, I don't see how on earth she heard me. I



just barely said it. She couldn't have heard. Maybe she reads lips."

But this time the teacher made her say it loud enough for the whole room to hear it. And then she shamed her and told her to stay after school. In my day this incident would have ended in a good old-fashioned strapping. Now, I understand, it is against the law. Patty understands that too.

The real shock came when the teacher said that she was especially surprised at her, coming from the home that she did. This was a low blow, because I am a minister, a pastor of a nearby church. I told her the next time to say "You leave my family out of this." Preacher's kids sometimes find it hard to live a normal life.

After school it was decided that the sentence would be passed tomorrow. She would leave Patty to suffer about it overnight.

Her mother was waiting as usual at the corner to pick Patty up in the car. The light changed. No movement. She didn't like that shade of green. The light changed again. This time she moped across the street and got into the car.

"Patty, are you sick?" her mother said excitedly.

"No," weakly.

"Patty, what is the matter with you? Tell me."

Then, in good feminine fashion, the water works broke.

"Tell me, Patty, what has happened?"

Sobs and tears told nothing. The question was repeated. Finally she answered.

"Oh mother, I have done something awful."

"What in the world have you done, Patty? It couldn't be that bad."

"Oh yes it is; I have disgraced the family. I have done something awful."

Her mother's mind was racing. She thought of cheating, of a dirty note, of some vulgarity. Maybe she had struck the teacher. Patty did feel a lot of competition with boys, at her age. Perhaps she had done something to one of them. But she didn't carry a knife. She must be making a mountain out of a mole hill.

"Patty, you tell me what has happened and do it now."

"Oh, I will never tell you. It is awful."

In disgust and defeat her mother drove to a nearby grocery store to pick up a few things for dinner. Then she threw down the gauntlet.

“Patty, you stop that crying and when I come out of the store you will tell me what has happened or I will call the teacher. I’m going to get to the bottom of this.”

When her mother came out of the store Patty said, “I’ll tell you what happened if you will promise me one thing. Never tell daddy.”

“I’ll not tell him until you tell me that I can.”

“You promise?”

“I promise.”

“Drive me out to the park then and I’ll tell you. But you promise me not to tell daddy.”

When they stopped in the park, Patty gave a blow by blow description.

Her mother relaxed.

“I thought it was something awful. Is that all?”

“No, after school she asked me what I thought she ought to do to punish me.”

“What did you say?”

“I told her I thought that was her decision.”

Her mother consoled her and explained that she must not get in the habit of using words that she heard older children say.

That night they told me. I got an awful bang out of it. Some of my latent hostility to teachers must have been close to the surface. In good pious, fatherly fashion I told her that next time she would know better.

The next morning at recess the teacher asked her what her parents thought of what she said. She assured her that they did not approve. Then the teacher, a solid Protestant, said, “Patty do you ever read the Bible?” Patty said that she did.

“Daddy, that made me mad, her asking me if I ever read the Bible, when I read my daily Bible readings every day. I felt like saying, ‘Do you?’ ”

“Why didn’t you tell her that the word ‘damn’ is in the Bible?” I said, with a grin puckering the corners of my mouth.

“Is it, daddy, sure enough?”

“Sure, the King James version says ‘He that believeth not shall be damned.’ ”

Her eyes brightened. “Does it? If she ever says that to me again I’m gonna say: ‘Do you know that that word is in the Bible. It says

“He that believeth not shall be you-know-what.” ” ”

She wouldn't even repeat the word now. I guess it broke her from cussing ever since, if she wants to say “Damn you” she just says, “Dirty word you.” Children have a lot of hostility before we train them to be such nice hypocrites. I guess “dirty word” is a pretty good substitute. And she has actually learned to love her teacher. She missed her when school was out. I guess that is normal.

The trouble with most of the Johnnie-can't-read critics is that they tend to argue from isolated cases. I related this incident to a teacher friend of mine. In good professional courtesy she did not say a word against Miss X. She really thought it was very funny, even though perhaps a little immature.

“Let me tell you what happened to me the other day,” she began, still chuckling. “I teach art and the art class follows the music class. I noticed that someone was still humming in fine little soprano tones. The other kids were snickering. I told whoever it was to stop it. At that point I was called to the telephone. When I came back the fun had greatly multiplied. The humming continued. I noticed that all eyes were glancing toward one particular boy.

“Tom, the music class is over, but you seem to want to keep on singing. Suppose you come up here and sing me a little song,” I said.

“Tom came up to the front and faced both me and the room, about half and half. I insisted that he sing the song which he wanted to hum back there, the one that seemed so funny. He shifted from foot to foot, but not a word came out. I insisted. Finally I took him by the arm and held to it saying, ‘You wanted to sing; now sing.’

Then he blurted out in clear soprano tones:

Let me go-oo,  
Let me go-OO  
Let me go, lover,  
Let me be-ee  
Set me free-ee

“And right on through to the last word. The pupils cheered. I couldn't hold back my laughter any longer. But that was the last of the music in the art room.”

Some teachers are especially good.

# The Student Teacher and Discipline

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Several years ago I participated in a survey designed to identify the major problem of teachers. In analyzing the results we found the major problem of teachers who had taught five years or less to be discipline. Discipline is defined as the control of the learning situation. So acute is this problem with student teachers that I have had student teachers who have admitted anxiety from their freshman registration day concerning their ability to control the learning situation.

No educator can deny that effective control of the learning situation is not only desirable but absolutely necessary. Little of value can be learned when bedlam reigns. Telling student teachers that they must maintain control without giving them the means to accomplish this does little good. Specific, concrete, practical suggestions must be given to the student teacher in order to prevent the loss of potentially good teachers because they are unable to control the learning situation.

In analyzing the discipline problems of student teachers we find that they can be grouped into three major classifications: those caused by the situation, those caused by inexperience; and those caused by the student teacher.

No matter how hard universities and teacher education institutions try, several basic differences exist between actual teaching and student teaching. It cannot be denied that the student teacher does not have complete authority. She is "second boss" and it does not take the children long to come to this conclusion. Since "no man can serve two masters," the children give their first loyalty to the regular teacher. The results of this are felt in many ways by the student teacher. Johnny becomes irritated at home and comes to school feeling mean. Ordinarily he would take his irritation out on the regular teacher. Now, however, he finds there is someone who symbolizes authority but does not have the power to make misbehavior unprofitable. This is the student teacher, so she bears the brunt of his attack. No matter how



skillfully we may try, the children eventually realize that the student teacher is above them yet below their regular teacher.

Discipline problems which arise because of the situation can be eliminated only when the student teacher gets her own assignment the following year and becomes the "first boss." People working with student teachers should not become too concerned with this type of disciplinary problem.

In the second classification of disciplinary problems are those caused by inexperience. The experienced teacher, having taught the subject many times before, can while teaching give most of her attention to class reaction. It is not necessary for her to be thinking constantly of what comes next since repeated performance has habituated the lesson plan. Because of this the experienced teacher sees immediately when a child begins to slip away from the group and just as quickly she does something to pull him back into the fold. The student teacher, however, has not had the experience which incorporates a lesson plan into an habitual mode of response, therefore she must devote most of her attention to "what comes next," hence she does not as readily discern the symptoms of the child beginning to slip away. By the time she notices it, the misbehavior is so pronounced that the task of returning the wanderer to the fold is multiplied many times. This problem cannot be solved until the student teacher has accumulated the experience which allows for smooth gapless lessons during which the teacher's attention is concentrated more on the class than on the lesson plan.

The third general classification of discipline problems deals with those caused by the student teacher. One of the most prevalent causes of the loss of control over the learning situation by the student teacher is her fear that the children will not like her if she corrects them. Nothing could be more wrong. Children, like adults, like to know their boundaries and to have those boundaries remain consistent. The teacher who is reluctant to correct the child who is misbehaving will probably be reluctant to correct the second and the third child who do the same thing. The teacher, however, will eventually reach the point where she will realize that something must be done because too many are misbehaving, so she attempts a correction and immediately makes an enemy of a child. He is confused; eight others did it and she said

nothing, but as soon as he did it, she scolded him. What other evidence does a child need to convince himself that she is unfair? Children never resent correction when they know they have done something wrong. They resent only unfair correction. It should be emphasized to a student teacher that if she lets the children know the limitations, consistently keeps these limitations, and dispenses correction fairly and justly, she will win their respect and cooperation.

Inadequate planning is probably the next greatest cause of misbehavior. I have seen many teachers with beautifully written plans have a poor lesson. In discussing this with them I have formed the conclusion that the most important part of any lesson plan is not what is written on paper but the thought that goes into the plan before a single word is written. The teacher should concern herself with thinking about and with answering the following questions:

1. What is it that I want to teach?
2. Why do I want to teach it?
3. What is the most efficient method of teaching it?
4. As I teach this lesson, what might be some of the questions, answers, topics, ideas, and comments that may arise and how will I deal with them?

If the student teacher spends considerable time on these questions she will not find herself bewildered by an unexpected question or comment for which she is unable to supply a response without the gap so characteristic of beginning teachers. This gap leaves her charges idle and presents to them an opportunity to misbehave. Putting adequate thought into the lesson plan and trying to anticipate any eventuality will do much to prevent discipline problems.

It should be standard operating procedure to have each student teacher tape a day's lesson on the tape recorder and then have her listen to it and see if she can stand it. If the teacher cannot get enthusiastic over what she is trying to teach, how does she expect the children to become enthusiastic? Children reflect the teacher: if she is lackadaisical, they are lackadaisical; if she is dull, they are dull, and if she is enthusiastic, they are enthusiastic. The teacher must be an accomplished actor or actress who is able to make the most unin-

teresting thing sound exciting and thrilling. Children interested in something will find little time to misbehave.

The last suggestion I would like to make is this: if you say something as if you expected to be obeyed, in most cases you will be obeyed. Student teachers must develop a way to command which will hide any inner feeling of insecurity. This means they must practice giving directions in order to develop a manner that commands obedience.

Good discipline is the foundation for good teaching. By conscious efforts the student teacher can in time make good discipline second nature to her, and concentrate her efforts on other parts of the learning situation.



**The 1957 Year Book of Education**

# **EDUCATION and PHILOSOPHY**

**Edited by George Z. F. Bereday  
and J. A. Lauwerys**

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# Curriculum Building Practices on the College Level

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Cheney**

The curriculum is a controversial subject. Probably there is no subject or activity on the college campus that generates more heat and frequently gives off less light than a discussion of the curriculum. College teachers just don't agree as to what shall constitute the curriculum, what pattern shall be followed in organizing the curriculum, or what shall comprise the general requirements of all. Such a condition results from the fact that different faculty members have had different orientations, different backgrounds, and different types and degrees of specialization. These conditions naturally affect their thinking and action. Then there is the matter of vested interests and who wants to give up what he has acquired. Finally, there are in some colleges a few faculty members who are just plain unwilling to inform themselves about what is going on over the country in curriculum development. This is illustrated by a certain college professor who when asked by one of his colleagues what his opinion was of a new book dealing with college education replied, "I am not interested in reading anything that does not agree with what I think."

*Need for Curriculum Study:* Naturally the question arises as to why all the furor about the curriculum. Any modification or change in the curriculum requires much time and study. Any curriculum change is based on the assumption and frequently proof that there is something wrong or something better. Some people go so far as to say that if you can't prove that something is wrong, you can't prove that there is a need for study and change. That is a little like a man who has a 1944 model Ford which still runs, looks pretty good, and is paid for. Yet that man believes that his needs and interests would be served better by a 1958 model Ford, if he is to keep up with the times—in speed, looks, mechanical features, comfort, safety, and maybe a feeling of up-to-dateness.



Since 1920 something must have been considered wrong with college curriculums, if we are to judge by the number of colleges and universities, both large and small, which have studied their curriculums, made changes and come out with many new and different plans.<sup>1</sup> But, what caused all this? It represents an attempt on the part of college and university faculties to provide for the student the best type of education they know how, in keeping with the changes going on in society and education.

(1) *Changes in Society*: We don't have to be experts to see that what has happened and what is happening affect our individual lives, our society, and our world. Nor do we have to be great scholars, but we do have to do some reading, studying and thinking to see and realize fully the impact of these changes on the individual and the group and on education. Let's look briefly at a few big things that have and are taking place and which cause us to be concerned about the curriculum.

We have seen scientific discoveries, technological developments, and industrial development, expansion and production go forward during recent years far in excess of what had taken place previously. As a nation we passed through a great depression with millions of American people out of work and many of them on government relief rolls and we have seen a resultant new concept of the government's responsibility for the individual. We have seen a major world war fought and militarily won. We have seen the Korean conflict fought with no decisive results. We have seen the recent Middle-East conflict with all of its primary troubles unsettled. Since 1945 we have experienced a cold war which we are told may become hot at any time. All of these and other conditions have caused tensions, confusions, dislocations, and conflicts attendant upon such national emergencies.

We have seen the rise and expansion of foreign and conflicting social philosophies throughout the world, and along with them, dictators and dictatorship, and the enslavement of millions of people in many lands. We have seen our country go from a land of plenty of natural resources to one that now requires basic planning and conservation of our resources. During the past decade, we have seen the

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<sup>1</sup> *Current Educational Readjustments in Higher Institutions*. 17th Yearbook, National Society of College Teachers of Education, University of Chicago Press, Chicago, 1929. *Changes and Experiments in Liberal Arts Education*. Part II of 31st Yearbook, National Society for the Study of Education, Public Schools Publishing Co., Bloomington, Ill., 1932.

greatest prosperity with a greater per cent of the people employed than this country has ever known. Also, as a part of this prosperity and existing international conditions, we have experienced the greatest spending by our government for defense and public projects in time of peace and a corresponding increase in taxes at all levels. We have fed millions of people in other lands and still lived at home with the highest standard known to any people. The American people have assumed major obligations for international affairs and for the financial and military affairs of many other nations throughout the world. We have witnessed a new world organization established for the purpose of settling international problems and alleviating international conflicts and tensions. These are only a few of the big things that now affect our lives, our nation, and the world. By enumerating this list of major forces and conditions, I do not mean to imply that the curriculum should be concerned with contemporary life and affairs only, nor do I think it should get "lost in the past." Someone once said all that we can definitely plan in our teaching and know it will be up to date, is *change*. Change requires adjustment and adjustment requires adaptability which comes about through meeting challenging situations.

(2) *Changes in Education:* In the field of education, which "is indispensable to the maintenance and growth of freedom and thought, faith, enterprise, and association,"<sup>2</sup> we recognize the fact that it too is changing and must continue to change if it is to serve its purpose as an instrument or agency of our democratic society. Enrollments in colleges, as well as in high schools and elementary schools, are constantly on the increase. Since 1940 college enrollments have considerably more than doubled, and it is now anticipated that in 1960 a minimum of 3,349,000 young people will be enrolled in institutions of higher education.<sup>3</sup> These increases are attributable to many factors and conditions, such as increase in population, greater educational demands for jobs, greater educational requirements for living in this complicated society, government financing of G. I.'s education, and better and more interesting and practical types of education on all levels.

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<sup>2</sup>President's Commission on Higher Education, *Establishing the Goals*, p. 5, Vol. 1 of *Higher Education for American Democracy*. U. S. Government Printing Office, Washington, D. C., 1947.

<sup>3</sup>"Office of Education Estimates Nearly 40 Million in School." *Sch. Life* Vol. 38 (Oct. 1955) pp. 5-6.

But along with these increases in enrollments, now and in the future, the colleges will be confronted with somewhat of a different type of student body. The students will not be as selective as they have been in the past. They will not be as intent upon learning the hard way, and they will have more diverse interests and needs. Many of them will require a different type of education and greater services.

*Procedures Commonly Followed in Curriculum Development:* In their attempt to provide a modern up-to-date curriculum and to keep it up-to-date for an ever increasing number of students, colleges have tried many plans. The plans have been as varied as have been the colleges. Many of the colleges have studied their whole curriculum programs, whereas others have been satisfied with a little "window washing" in some area or level. Many of the colleges have been through the whole process of curriculum development, following some basic procedure. The procedure or steps commonly followed are:

1. *Curriculum Committee:* Set up a committee of the faculty to study the situation and to report back to the faculty or administration with recommendations as to what it thinks should be done about the curriculum and how it should be done. This committee commonly has responsibility for setting up the procedure to be followed, general supervision of other committees and individuals in their work on the curriculum, and finally evaluating the program or programs according to some basic concepts or criteria. Frequently this committee does much of the work involved in the steps presented below.

2. *Philosophy:* Set up an institutional philosophy.

3. *General Aims:* Set up a statement of general aims of the institution.

4. *Objectives for Major Programs:* Set up objectives for each of the major programs, such as general education, teacher education, business.

5. *Content:* Determine the subject-matter and experiences which are considered essential for the type of program under consideration.

6. *Plan:* Organize the subject-matter and experiences into some pattern, patterns or groups of courses.

7. *General Requirements:* Determine what shall constitute the requirements which all students must meet.

*General Education:* For many years colleges operated on what is commonly referred to as a system of constants and electives. The constants consisted of certain required courses or requirements from groups of courses, which were considered so valuable that they were required of all students regardless of their educational objectives. The courses were the valuable thing and little or no question was asked about the content or learning outcomes that were involved in them. These courses were thought to provide a liberal arts education and the liberal arts approach to education was basically the disciplines. During and for quite a time following World War II many books dealing specifically with liberal arts education came off the press. One, written by a Professor Green of Princeton University for the American Council of Learned Societies, under the title of *Liberal Education Re-Examined*, emphasizes the disciplines as the main objectives of the liberal arts.

“The main objectives of a (college) four-year course should be to provide the student with the opportunity to continue his formal liberal education. The following conditions must be satisfied if this objective is to be realized: (a) Provision should be made for preliminary orientation in the *main liberal disciplines*.—(b) The college student should have relatively intensive instruction in *some one of the major disciplines or groups of disciplines*.”<sup>4</sup>

*Another section*, on page 46 of this book, reads: “Mathematics is essential to engineering and industry, and the natural sciences have contributed enormously to our health and comfort. But these utilitarian contributions would not of themselves justify the inclusion of these subjects in a liberal arts curriculum.”<sup>5</sup>

Many of the new approaches now-a-days concern general education. Many people who have made some study of this approach feel that there is a distinction between liberal arts education and general education, with the liberal arts education being one basically of disciplines, whereas the general education approach is one of providing an education for daily living in an increasingly complicated society on a high level without regard to specialized and professional skills and compet-

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<sup>4</sup> T. M. Greene, *Liberal Education Re-Examined*, pp. 106-7, *et passim*. Harper and Brothers, New York, 1943.

<sup>5</sup> *Ibid.*, p. 46.



encies. *The American Council on Education* (in 1944) stated general education to be

. . . . . general education refers to those phases of nonspecialized and non-vocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society . . . the type of education which the majority of our people must have if they are to be good citizens, parents, and workers. . . . The differences between a program of general education are mainly those of degree rather than of kind.<sup>6</sup>

In developing a general education program in an institution there are a number of problems to consider. Some of them are:

(1) *Should the general education courses be required of all students?* A majority of colleges with general education programs require all students to take the general education courses on the ground that the common learnings and common knowledges, which the courses contain, should be the common experience and possession of all educated men and women. Some colleges, however, have what they call general education programs, but do not prescribe any particular courses yet their final comprehensive examinations cover the kind of learnings provided in the general education programs. Both of the general education programs at the University of Minnesota illustrate this procedure.

(2) *At what time during the student's college life should the general education courses be required to be taken, when they are prescribed courses?* Generally they are expected to be completed by the end of the second year of college. The general education program at Harvard University is an exception.<sup>7</sup> This program is planned so that the student takes some of the general education courses during all of his four years of college.

(3) *Do all colleges with general education programs give final comprehensive examinations* covering the general education program, which students are required to take and pass before being admitted to specialized programs or professional schools? Many colleges re-

<sup>6</sup> W. H. Stickler, Editor, *Organization and Administration for General Education*, p. 176. Wm. C. Brown Co., Dubuque, Iowa, 1951.

<sup>7</sup> Studies in the Freshman Year, Including an Announcement of the Program of General Education, pp. 54-6. *Official Register* of Harvard University, Vol. LIII (May 26, 1956) No. 7.

quire the passing of such examinations. In some colleges the examinations may be taken at any time the student feels he is prepared for them. The College of the University of Chicago is a good example of this.

*Curriculum Patterns or Plans in Colleges:* The rest of this article deals with curriculum patterns or plans found in different colleges or universities. In some institutions the plans involve both the lower and upper divisions, whereas in others the plans involve only one division, the lower or upper. The plans differ in different institutions, because of different orientations and backgrounds of the faculties and local conditions. In presenting some major plans, Dr. Chen's classification will be used.<sup>8</sup> The plans or patterns are:

1. *Pattern 1—Curriculum Without Mechanical Paraphernalia:* By some this pattern is called the revolt against the "lock-step system" of education. Some college faculties have frequently felt that education has become more of a matter of credits and credit chasing than education; that students are more interested in getting degrees than in getting an education, and that the lecture method has contributed to this style of education. Colleges using this new over-all approach have done away with much of what they consider to be mechanical paraphernalia of education and in their place set up programs designed to encourage independent study and self-direction on the part of students in the process of getting an education. Swarthmore College is an example of this plan.

The curriculum of Swarthmore College is divided into two levels, the upper and lower, with each of two years.<sup>9</sup> The first two years are devoted to general courses and preparation for further study. The last two years are devoted to a major and two minor fields of study. The program of the first two years is the same for all students in general and every student during these years must complete *one year's work in each of three divisions*: humanities, science and natural science. "In addition, one year or two semester courses in departments outside the division in which the major work is to be done" must be completed and "Not more than one year in any department will be

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<sup>8</sup> T.H.E. Chen, *Developing Patterns of the College Curriculum in the United States*. University of Southern California Press, 1940.

<sup>9</sup> Swarthmore College *Bulletin*, *Catalogue Issue 1955-56*, pp. 53-8.

counted toward the fulfillment of" the general requirements.<sup>10</sup> The rest of the student's time is planned and used to meet the language requirements and prerequisites for the major and minor subjects. At the end of the second year, students who have done superior work in their courses apply for "honors work." Students who are not admitted to "honors work" continue with the usual program commonly found in colleges.

The "honors work" is a system of instruction designed "to free from the limitations of classroom routines those students whose maturity, interest and capacity suit them for independent work."<sup>11</sup> At the beginning of the "honors program" the student is given an outline of the work to be accomplished and covered in the final examinations at the end of the senior year. There are no formal requirements, no grades or credits issued, no class attendance required, except that the student is expected to attend two seminars a week. It is expected that this procedure will cause the student to use his resources and to assume major responsibility for his own education, contacting his major and minor professors as he feels the need. At the end of the senior year, the student is required to pass both written and oral comprehensive examinations covering the work of the seminars in his major and minor fields. In these examinations the student "is expected to demonstrate his competence in a field of knowledge rather than simply his mastery of those facts and interpretations which his instructor has seen fit to present."<sup>12</sup> The written examinations are prepared and graded by faculty members of other institutions and administered by the local instructors on the Swarthmore campus. For the final oral examinations the "off-campus" professors go to Swarthmore and conduct the examinations.

2. *Pattern 2—Curriculum Based on Classical Approach:* The search for unity in the curriculum has led some people to believe that the best way is to restore the curriculum of the medieval university. The St. John's College curriculum is built on the classical thesis and Dr. Robert M. Hutchins, ex-president of the University of Chicago and former chairman of the Board of Visitors and Governors of St. John's

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<sup>10</sup> *Ibid.*, p. 53-4.

<sup>11</sup> *Ibid.*, p. 56

<sup>12</sup> *Ibid.*, p. 56

College, had quite a lot of influence on the curriculum of this college. The curriculum represents a revolt against "professionalism and vocationalism"<sup>13</sup> and the "notion of educating a man to live in any particular time or place or to adjust him to any particular environment."<sup>14</sup> It is based on the idea that higher education should concern itself with the "pursuit of truth for its own sake"<sup>15</sup> and the belief that "truth is the same everywhere and at all times."<sup>16</sup> The classics and the liberal arts are considered to be the center of the program with the classics consisting of the "great books of the Western world and covering every department of knowledge,"<sup>17</sup> and the "liberal arts providing the foundations of the intellectual disciplines."<sup>18</sup> The classics and the liberal arts thus compose the "permanent subjects which every person who is to call himself educated should master."<sup>19</sup>

The St. John's College program follows this line of thinking in its organization and composition. The purpose of the curriculum is to cultivate the intellect by the study of the liberal arts, which originally consisted of the *trivium* (grammar, rhetoric, logic) and the *quadrivium* (arithmetic, geometry, music, astronomy). The study of these arts is based on some 100 "great books" from the Greeks to the present.<sup>20</sup> The entire curriculum is required of all students. There are no electives. Every student is expected to attain a knowledge of the basic grammatical forms and a feeling for the peculiarities of three languages—Greek, French, and German. Languages and mathematics are pursued throughout the four years of college.

3. *Pattern 3—Curriculum Based on the Abilities, Needs, and Interests of the Individual Student*: This plan is an attempt to get away from formal requirements and extrinsic discipline, such as class attendance, grades and formal examinations, and to substitute for them a better knowledge of the student through conferences, records and reports and thus to place greater responsibility upon the student by pro-

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<sup>13</sup> *Bulletin of St. John's College in Annapolis*. Official Statement of the St. John's Program, Catalogue 1955-56, Vol. VII, No. 3, p. 5.

<sup>14</sup> Robert M. Hutchins, *Higher Learning in America*, p. 66. Yale University Press, New Hampshire, Conn. 1936.

<sup>15</sup> *Ibid.*, p. 57

<sup>16</sup> *Ibid.*, p. 66

<sup>17</sup> *Ibid.*, p. 81

<sup>18</sup> *Ibid.*, p. 91

<sup>19</sup> *Ibid.*, p. 70

<sup>20</sup> *Bulletin of St. John's College in Annapolis*, July 1956, p. 37-38.



viding some plan of individual direction. This plan is what might be called by some "progressive education" because it does not begin with a predetermined program but with the interests and needs of the individual, and in so doing it provides direct experience for the student through his planning, organizing, manipulating, investigating, and evaluating in cooperation with the various methods of acquiring knowledge, understandings, appreciation and skills.

The curriculum of Bennington College is a good example of this approach and it will be used as an illustration. The curriculum is flexible and each student's program is planned individually, based upon her interests, needs, and previous preparation. For all students there is a "definite common goal of final accomplishment but it is flexible enough to take account of important differences between individuals."—"The College has a general definition of success and standards of excellence for given work" but it acknowledges more than one way of meeting these standards. "The student is judged . . . by the standards of *her own best effort*."<sup>21</sup> The curriculum consists of two complementary parts. 1. *Basic Studies* to provide the elements of general education and the foundation for further study, and 2. *Special Studies* to provide the means of continued or specialized work. The courses are organized under five broad fields—literature and languages, social science, natural science and mathematics, performing arts, and visual arts. In each of the five fields a number of introductory courses are offered and normally the student takes one course in each of four fields plus a *trial major* in one field during the first two years. In addition the student carries one counseling period per week with her counselor.

During the last two years the student devotes some three-fourths of her time to her major field in regular courses and the other fourth to individual projects, based upon the student's background and preparation, carried on through tutorials and independent assignments. Concentration is made upon a broad field rather than in a narrow department or subject. When a student has a specific interest in vocational preparation, the work of the senior division may be planned to include the necessary skills and techniques.

Each winter all students are required to spend nine weeks away

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<sup>21</sup> *Bennington College Bulletin*, 1956-57, p. 19.

from the college on non-resident assignments as workers in some kind of enterprise—factories, stores, offices, government or social agencies, hospitals, etc. In some cases when it is to the advantage of the student, the student may be allowed to spend the time traveling or doing technical study or academic work not available at Bennington.

4. *Pattern 4—Curriculum Based on Functions of Living*: This type of curriculum is based on the major functions of living as determined by a survey of “activities and needs for students and alumni in active careers.” The data acquired by survey furnish the basis for the determination of the major areas of living and for the organization of the content of courses for each of the areas.

The program of general education set up at the University of Minnesota as its first general education program in 1932 and continued to the present time is a good example of this particular approach. The University of Minnesota now has two general education programs, one a terminal program operated under the General College and the other operated by the Department of General Studies under the College of Literature, Arts, and Science.<sup>22</sup> The first general education program based on survey data is designed “to prepare the individual for effective participation in our present complex society” and it is planned to terminate at the end of two years, ending for a large majority of the students formal college education. A number of students complete this program and transfer to other divisions of the University, but to do so the student must have an average grade of “B” in all of his General College work. This program consists of five “core courses” in four of the comprehensive examination areas and other group electives in each of the seven comprehensive areas plus three quarters of required physical education. For convenience the graduation requirements have been stated in terms of the equivalent of two years (90 quarter hours) plus the required physical education.<sup>23</sup> In addition to the examinations in course the student is required to take three final comprehensive examinations covering seven areas which are: (1) Personal Orientation, including individual and vocational orientation (2) Home Life Orientation (3) Social-Civic Orientation (4) General

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<sup>22</sup> The General College, 1955-57, *Bulletin* of the University of Minnesota, Vol. 58, June 1, 1955.

<sup>23</sup> *Ibid.*, p. 14

Arts (5) Literature, Speech and Writing (6) Biological Science and (7) Physical Science.<sup>24</sup>

5. *Pattern 5—Curriculum Organized into Broad Fields of Knowledge*: This plan is an attempt to organize the curriculum around a few major fields of knowledge or human achievement with a core of general interdepartmental courses representing the required minimum of general education. It is called the “best judgment approach” because the judgment of faculty and experts in different fields constitute the basis or criteria for the determination of the major fields or areas and the content and organization of the courses of the different fields to be used.

The program of general education given at the *University of Florida* through its University College illustrates the broad fields curriculum.<sup>25</sup> This is a two-year program and it is required of all students. It is designed “to replace fragmentation” and superficial courses with a common core of knowledge and understandings needed alike by future educated citizens organized into broad fields with “broad views.” Final comprehensive examinations are required. During the freshman and sophomore years the student’s time is about equally divided between the general education program and preprofessional and professional preparation. The *required courses* are 1. *Freshman year*: (1) American Institutions (2) The Physical Sciences (3) Reading, Speaking, and Writing—Freshman English (4) Practical Logic and (5) Fundamental Mathematics. 2. *Sophomore year*: (1) The Humanities and (2) Biological Science.

6. *Pattern 6—Curriculum without Rigid Departmentalization*: This plan represents an effort to avoid narrow specialization and rigid departmentalization in curriculum organization. In actual practice it may simply be an *administrative approach* by organizing a number of instructional departments into a smaller number of instructional divisions with the student taking his prescribed number of hours in the division rather than a narrow department. Or it may be a *curricular approach* with the organization of broad departmental courses of instruction. Under both of these approaches credits, examinations, grades and class attendance are regulated as a part of the requirement.

<sup>24</sup> *Ibid.*, p. 17.

<sup>25</sup> *The University Record of the University of Florida, Catalog Issue*, 1955-56, pp. 142-3, 291-3, Vol. I, Series 1, No. 4, April 1, 1955.

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### Arts

CLEMONS, FRANK MILLER. *Practical Woodworking Projects*. Bruce, 1957. 93p. \$2.50.

A book of projects suitable for beginning woodworkers. A variety of designs bringing out various skills and techniques such as sawing, carving and sculpture. Detailed materials lists and suggested procedures are completely worked out. Definitely a book of ideas.

DOUST, LEONARD ARTHUR. *Simple Sketching*. Warne, 1957. 55p. \$1.50.

The Doust books are directed toward the most elementary beginners in art, and I believe this one might be of value to the high school or junior high level.

MEYER, FRANZ SALES. *Handbook or Ornament*. Dover, 1957. 548p. \$2.00 paper.

A valuable reference work, particularly for the Industrial Arts Department.

TOOR, FRANCES. *Made in Italy*. Knopf, 1957. 204p. \$3.75.

A book which describes the traditional arts and crafts of the Italians written for

readers in upper elementary and junior high school levels. The great amount of products from Italy which appear in the stores today give the book added interest.

WEISS, HARVEY. *Clay, Wood and Wire*. Scott, 1956. 48p. \$3.50.

This is an excellent presentation of the beginning principles of construction in terms of sculptural form.

### Children's Literature

ALDIS, DOROTHY. *Ride the Wild Waves*. Putnam, 1957. 182p. \$2.75.

When the Dudley household sailed from England to America, Elinor Shaw, believed to be a witch, went with them. The perilous days of the early settlers beset with superstitions and strange beliefs, is recounted here and only when the group faces disaster does it become certain whether a witch is among them. Upper elementary reading.

BALLARD, LOIS. *The True Book of Reptiles*. Children's Press, 1957. 46p. \$2.00.

Easy-to-read information about reptiles, their habits and habitats. Opens the door to wonders of land and water.

BARTLETT, RUTH. *Insect Engineers*. Morrow, 1957. 128p. \$2.75.

An excellent story of ants. Their habits are carefully related. Children interested in insects would enjoy this book.

BEELER, NELSON F. *Experiments with a Microscope*. Crowell, 1957. 154p. \$2.75.

This is an excellent book for supplementary work for the high school biology student. Its practical approach should prove appealing to young scientists.

BENEDICT, STEVE. *Bill Shaw, Fruit Tramp*. Abingdon, 1957. 191p. \$2.50.

A social study story of the background of transient family life along the West coast. Bill Shaw belonged to such a group, but he and his mother wanted a more secure way of living. Elementary readers will feel that they have an authentic as well as an interesting account of the family's experiences.

BEVANS, MICHAEL H. *The Book of Reptiles and Amphibians*. Garden City, 1956. 63p. \$2.50.

The pictures are colorful. The sentences are difficult and the child would need teacher's help but the information is very interesting. This book would be good for a child who has a special interest in reptiles and amphibians.

BLASSINGAME, WYATT. *His Kingdom for a Horse*. Watts, 1957. 179p. \$2.95.

The story of twelve different horses that have been famous in history, make up this interesting collection for junior high school readers. Horse lovers will enjoy the exciting treatment of the accounts as well as the historic background of their heroes.

BRADLEY, DUANE. *Cappy and the Jet Engine*. Lippincott, 1957. 141p. \$2.95.

Cappy, who wanted to understand how jets work, has the good luck to have a friend whose father works on them. So in a simple, natural way this engineer teaches Cappy certain laws of science that underlie all great inventions. Recommended.

BROEKEL, RAY. *The True Book of Tropical Fishes*. Children's Press, 1956. 46p. \$2.00.

*The True Book of Tropical Fishes* deals with the kinds, habits and care of fresh water, live-bearing and egg-laying, tropical fishes. It stimulates interest in the study of different species and encourages collec-

tions. A youngster would be able to follow the instructions given therein and construct an attractive aquarium and one that would be appropriate to display anywhere.

BROEKEL, RAY. *You and the Sciences of Plants, Animals, and the Earth*. Children's Press, 1956. 60p. \$2.00.

This book tells in simple language and with simple illustrations what the different fields of science are about. Shows how the different fields are related yet independent.

BUCK, PEARL S. *Christmas Miniature*. Day, 1957. 39p. \$2.75.

Six year old Sandy tried not to peep at the Christmas tree but he did. That peep helped make Christmas for a mother mouse and her family. For children 3 to 6.

BUEHR, WALTER. *Oil, Today's Black Magic*. Morrow, 1957. 96p. \$2.50.

Gives in a concise form the history, production, distribution, and use of oil. The format is good and the reading is easy and suitable for intermediate grades.

BUTTERFIELD, MARGUERITA A. *Jaime and His Hen Pollita*. Scribner, 1957. 120p. \$2.50.

The experiences of a seven year old boy, native of the island of Majorca. His family life, his love for his pet hen, the importance of an excursion away from home, make up a simple story for young readers with the aim of developing appreciation of other people.

CHRISTOPHER, MATT. *Basketball Sparkplug*. Little, 1957. 124p. \$2.75.

Kim knew that some of the other players on his basketball team thought he was a sissy because he took singing lessons and sang in the choir. Combining these two interests involved him in some difficult situations, but he learned there is a way to succeed if a person will do his best. Elementary reading. Recommended.

CLARK, BILLY C. *The Trail of the Hunter's Horn*. Putnam, 1957. 95p. \$2.75.

An unusual story of a boy's love for hunting and for his hunting dog, with the Kentucky mountains as background. Jeb is a very lonely boy and he feels his disappointments keenly, but he lives up to the fullest the triumph of the climax when his dog faces a wild cat. Elementary reading.

COBB, ALICE. *The Swimming Pool. Friendship*, 1957. 127p. \$2.50.

Three boys of different nationalities form a club which brings many benefits to their town. Raising the money for the swimming pool proved a task and involved the boys in a mystery that turned out happily for everyone. Elementary readers.

COBURN, WALT. *Stirrup High*. Messner, 1957. 190p. \$2.95.

Thrill aplenty in this authentic story of a neophyte cowboy, just 14 and "stirrup-high." He was laughed at, and with, and was shot at. He developed a true cowboy code, and earned respect and friendship. For upper grade boys.

COOK, MARION BELDEN. *Terry's Ferry*. Dutton, 1957. 45p. \$2.50.

Terry wanted to catch enough fish to pay his way to the circus, but every time he got set up to fish some one asked to be taken across the creek. He made some interesting friends, however, and got to the circus on time where he was pointed out as being a very important person, even though he did not catch one fish. Early elementary reading.

COOKE, EMOGENE. *Fun-Time Window Garden*. Children's Press, 1957. 31p. \$2.50.

Clear, step by step instructions are given for growing plants from seeds, roots, or slips in water or soil. Directions are included for building a sifter and for mixing potting soil. Good for use in science projects or for the child who likes or needs to do things with his hands.

DELEEuw, ADELE. *The Caboose Club*. Little, 1957. 150p. \$3.00.

Bob Brown got a do-it-yourself kit for a Christmas present, and it was not long until many others were interested in making boxcars and other sections of model railroads. So the Caboose Club was started and the fun really spread. There was a mystery a little later which adds intrigue for the upper elementary reader.

EDWARDS, CECILE PEPIN. *Roger Williams, Defender of Freedom*. Abingdon, 1957. 128p. \$1.75.

The youthful experiences of Roger Williams will give upper elementary readers an understanding of life and conditions in England during that period. His early decisions and struggles make it easy for them

to see how he could be the important person he was later in early American life. Recommended.

EIFERT, VIRGINIA LOUIS SNIDER. *Mississippi Calling*. Dodd, 1957. 255p. \$3.50.

The Mississippi River is the focal point for a collection of stories extending from the time of prehistoric brown hunters to the trips of the Zephyr Queen today. Some fiction is mixed with the historical fabric to provide a series of interesting accounts.

FOLSOM, FRANKLIN. *The Hidden Ruin*. Funk, 1957. 217p. \$2.95.

Teen-age boys with an avid interest in caves and mystery will welcome this well paced tale. Al's struggle to withstand home and school pressures and to follow his hobby (archeology) is skillfully handled. He followed his father's advice and used legal methods to handle looting and poaching.

GARD, ROBERT EDWARD. *Scotty's Mare*. Duell, 1957. 152p. \$3.00.

A thrilling horse story involving Indians, racing, searching for gold, the finding of lost art treasures, and a final understanding among friends. Highly recommended for junior high school.

GARDNER, LILLIAN S. *Sal Fisher's Fly-up Year*. Watts, 1957. 214p. \$2.75.

Sal Fisher has many trials and problems as she finds life changing about her in the growing up process. But before the year is over, she finds that they have all worked out well and she is surprised at how much one person can grow in just one year. Elementary reading. Recommended.

GARST, DORIS S. *Crazy About Horses*. Hastings, 1957. 247p. \$3.00.

Dave Brandt, with a reputation for trouble, finds a ranch to his liking when he goes to his uncle's in Wyoming for the summer. He is fascinated by the activities he shares there, and although he makes a lot of mistakes, he comes out on top. A fine western story for junior high school.

GINIGER, KENNETH SEEMAN. *America, America, America*. Watts, 1957. 231p. \$2.95.

Selections of prose and poetry by American writers about the land, the people, and the ideals of freedom which are inherent in all Americans.



GOUDEY, ALICE. *Here Come The Lions!* Scribner, 1956. 94p. \$2.25.

The family habits, food, and homes of the lions and pumas are clearly reported. This would be good reference material for children studying cats. It is also interesting for children in general.

GOUDEY, ALICE. *Here Come the Whales!* Scribner, 1956. 94p. \$2.50.

Has a great deal of educational value for the 7, 8, and 9 year-olds. The reading is simple and the print is of a good size. The pictures are very clear and descriptive. The brutality of the book is a little too strong for children but makes for a lively story.

GREEN, ROBERT JAMES. *Two Swords for a Princess.* Lothrop, 1957. 217p. \$3.00.

A thrilling adventure story of an Irish princess and ten Norse boys. The scene ranges from Norway to Constantinople and Ireland, with vikings, priests, and merchants. For boys and girls of about junior high school level.

GUILLOT, RENE. *A Boy and Five Huskies.* Pantheon, 1957. 234p. \$3.00.

The harsh enchantment of Alaska pervades this tale of a boy who sets out as a decoy to draw pursuers away from his wounded uncle. Older boys will be gripped by the challenge and adventure.

HALL, MARJORY. *Straw Hat Summer.* Westminster, 1957. 188p. \$2.75.

A summer theatre group takes over the Prentice barn. Gail learns that acting is not all glamour. In an emotion packed story she learns much about herself, and finds opportunity beyond her dreams. For junior high girls.

HALLADAY, ANNE M. *The Apple Tree House.* Friendship, 1957. 125p. \$2.50.

A heart warming story of true interracial friendship and community living—Negroes, Japanese, Spanish-Americans and Americans—in the new settlement of Urban Gardens, and of how those lingering prejudices against the Burns family were wiped out. Anne Halladay writes from her own experiences of teaching adults in an interracial situation. Good reading for the young, and in large print, so helpful for beginners.

HARRIS, LOUISE DYER. *Hummer and Buzz.* Little, 1956. 55p. \$2.50.

*Hummer and Buzz* is a very interesting

story of a humming bird and a queen bumblebee. This is a book filled with facts, illustrated pictures, and told in a manner that will appeal to children.

HART, JEANNE MCGAHEY. *Gloomy Erasmus.* Coward, 1957. unpag. \$2.00.

A big black bear had lots of small friends inspite of the fact that he was always gloomy. When he got the seasons mixed up and waked up in the winter, these small friends fed him. He was able to do something for them when summer came. Primary story.

HAZELTINE, ALICE ISABEL, comp. *Red Man, White Man.* Lothrop, 1957. 309p. \$3.50.

A collection of tales, legendary and true, of Indian life in early times and in the recent past. The accounts selected maintain a consistently high interest level. It is a volume particularly adapted for uses in the upper grades and high schools.

HEADLEY, MRS. ELIZABETH (Cavanna). *Angel on Skis.* Morrow, 1957. 255p. 295.

Angela's mother kept a guest house for skiers. Money for ski equipment was not easy to get. Angela had to manage, and to learn self management as well. The road to becoming a good skier is one of the problems that are warmly human and changing for happy living.

HEINLEIN, ROBERT A. *Citizen of the Galaxy.* Scribner, 1957. 302p. \$2.95.

Science fiction with free-wheeling imagination. Thorby was a slave on a distant star. The mystery of his origin involves interstellar guards, space ships, and some rather shady business on the Earth. For older boys and girls.

HERRON, EDWARD A. *Dimond of Alaska.* Messner, 1957. 190p. \$2.95.

This is a stirring story of a great Alaskan. He was a public servant of the territory for over 40 years, calling attention to Japanese intrusion, and helping bring about the highway. For junior high boys.

HILLARD, PAULINE. *Greater Than Man.* Scribner, 1957. 46p. \$1.40.

A beautifully written little book for children. The authors seek to help children to feel the unfailing order of the universe and the oneness of man with God and to appreciate that this spiritual unity is the reason for man's age-old efforts to make this a better world for all people.



HOFFINE, LYLIA. *Sioux Trail Adventure*. Caxton, 1957. 160p. \$3.00.

Before the coming of the white man, Ur Sapa, a Sioux boy, made a long trip with his tribe in the Western plains and mountains. He had many adventures, and the tale gives a true picture of Indian life. For intermediate grades.

HOKE, HELEN. *The First Book of Toys*. Watts, 1957. 45p. \$1.95.

A look at toys through the ages that will fascinate children as they study the pictures and the account of the toys of other times and in other lands. The end pages carry illustrations of books on toys which will send children to story books that will extend their knowledge and stimulate interests.

HONOUR, ALAN. *Ten Miles High, Two Miles Deep*. McGraw, 1957. 206p. \$3.00.

Adventures into the unknown sea and sky are the subject matter of this biography. Interesting reading and humor, Man's ingenuity can conquer many difficulties.

HUBBARD, MARGARET (Carson). *Boss Chombale*. Crowell, 1957. 185p. \$2.75.

Fictional account of the adventures of an American white boy in Northern Rhodesia.

HYLANDER, CLARANCE JOHN. *Animals in Fur*. Macmillan, 1956. 206p. \$3.50.

A series of animal descriptions with leads into scientific phases. This joins *Sea and Land*, *Trees and Trails*, and *Animals in Armor*, to introduce children to the world of nature.

JACKSON, JESSE. *Room for Randy*. Friendship, 1957. 136p. \$2.50.

A serious study of class and racial prejudice dealing with junior high school people written for readers of that age group. Randy, a Negro boy in a prosperous neighborhood, is drawn into personal difficulties. The ending is dramatic and satisfying.

JOHNSON, E. HARPER. *Kenny*. Holt, 1957. 190p. \$3.00.

Story of an eleven year old boy, son of an American Negro engineer sent to Uganda on a special project, and his reaction to the country and the customs. This fictional account should be of special interest to teen agers.

KETTELKAMP, LARRY. *The Magic of*

*Sound*. Morrow, 1956. 62p. \$2.00.

The way that sound is produced and captured is made clear and interesting to the young reader. Echoes and "silent" sound are given special treatment. This little book could be used as a parallel in the science and language arts areas in school libraries.

KEYES, NELSON BEECHER. *The Real Book About Our National Parks*. Doubleday, 1957. 216p. \$1.95.

An entertaining reader for young people about the individual parks, a serviceable handbook for anyone planning a park tour.

KJELGAARD, JAMES ARTHUR. *Wolf Brother*. Holiday, 1957. 189p. \$2.75.

After living with white people for six years, a young Apache returns to his reservation to find living conditions very disappointing. Because of an accident he is forced to flee, and finds himself a member of an Indian outlaw band. How he is captured, escapes, and works out his own problems make a gripping story for junior high school readers. Recommended.

LAUBER, PATRICIA. *Found: One Orange-Brown Horse*. Random, 1957. 86p. \$1.95.

Chris had always wanted a horse and when he found one in a neighbor's garden which he could keep until the owner was found, he thought it was the best possible luck. But even a gentle, lovable horse can cause a number of problems, and Chris was glad to share her with the owner in the end. Third and fourth grade readers. Recommended.

LAURITZEN, JONREED. *The Young Mustangs*. Little, 1957. 240p. \$3.00.

Two boys face the problem of getting their cattle home without the aid even of a horse. There were wild horses roaming about and the boys were determined to capture some of them. How they succeeded against much discouragement will interest young readers who like horses and Western life. Upper elementary reading.

LIGGETT, THOMAS. *Pigeon, Fly Home!* Holiday, 1956. 189p. \$2.75.

Chad succeeded in saving a young pigeon and raising it to be a champion in the pigeon races. Then he has to face the tragedy of its death. A story showing the linked joy and tragedy of loving living things.

LUXFORD, NOLA. *Kerry Kangaroo*. McGraw, 1957. 32p. \$2.25.

Kerry, the kangaroo, performed a neighborly service which she did not really want to do. She found, however, that friendship and service are rewarding, and she scores a success she never hoped for. To be read to primary children.

MCCALL, EDITH S. *The Buttons Take a Boat Ride*. Beckley, 1957. 64p. \$1.40.

Another brief adventure of the popular Button family. Young readers will welcome a chance to go on another excursion with them. Well illustrated. Excellent text. Recommended.

MACMANN, ELAINE. *Ozzie and the 19th of April*. Putnam, 1957. 126p. \$2.50.

Ozzie thought life in his town was very dull until he became interested in old guns and the big parade. Soon he found his schedule so full he hardly had time for all his activities. Elementary reading.

MALKUS, MRS. ALIDA. *Young Inca Prince*. Knopf, 1957. 246p. \$3.00.

Historical fiction dealing with the pre-Columbian Incas is not plentiful. Teachers in upper grades and junior high schools will welcome this adventure tale written by an author who understands the civilization of which she writes.

MALVERN, GLADYS. *There's Always Forever*. Longmans, 1957. 182p. \$2.75.

Fatigue, hardship, conflict of personalities, and routine of camp life, all are dramatized in the slow journey to California in 1850. The spirit and courage of the sturdiest carry the story to a successful ending. Recommended.

MARKS, MICKEY KLAR. *The Holiday Shop*. Holt, 1957. 125p. \$2.50.

A pleasant story of children's enterprise and adjustment. Setting up a store and earning money for something they want, is an interest that will please middle elementary readers. It will appeal to boys as well as girls.

MARRIOTT, ALICE. *The Black Stone Knife*. Crowell, 1957. 180p. \$3.00.

Wolf Boy knew they did not want him, but he ran away to go on a journey with four older Indian boys. Their experiences among friendly tribes as well as with enemies, sighting their first white man's town, learning the ways of strange animals and of other

people, make a very real adventure for elementary readers. Recommended.

MATZDORFF, HYDE. *Limpy, Tale of a Monkey Hero*. Day, 1957. 87p. \$2.50.

Limpy, a little gray monkey, lived a gay life until he was captured and put to work. Seeing how unhappy he was, a young white man bought him for his wife, and brought him to their home, where he saved the life of their baby. Limpy had everything he needed, but he wanted to be free. How he got this freedom is a surprise ending for the story. Elementary reading. Recommended.

MERRETT, JOHN. *Captain James Cook*. Criterion, 1957. 192p. \$3.00.

A pleasantly presented biography for the young reader. Cook pioneered voyages into the Antarctic area and later led a quest to discover the Northwest Passage. The story of his life combines high adventure with much geographical information.

MEYLER, EILEEN. *The Gloriet Tower*. Roy, 1957. 131p. \$3.00.

Castle life in England at about the time of the Hundred Years War is the setting for this pictorial account. The story, seen through the eyes of a young girl of twelve, is designed as reference material for young readers.

MEYNELL, LAURENCE. *Bridge Under the Water*. Roy, 1957. 158p. \$3.00.

A story centering on engineer accomplishments through the use of steam power. The setting is early nineteenth-century England. This book, one of the "Pageant of History" series would be useful reference material for upper elementary and high school students.

MILNE, ALAN ALEXANDER. *The World of Pooh*. Dutton, 1957. 314p. \$3.95.

All enthusiasts of A. A. Milne's Pooh books will welcome this new edition, containing the complete *Winnie the Pooh* and *The House at Pooh Corner*. E. H. Shephard has added a whole new series of pictures in color to the familiar black and white drawings.

MONTGOMERY, RUTHERFORD GEORGE. *Mister Jim*. World, 1957. 219p. \$2.75.

Having been raised from a cub by Indians, a big grizzly bear finds it slow work to make his way living wild. An engaging study of an animal once domesticated learning through experience to distrust humans who had once cared for him. The story ends happily, however, because of an Indian who risked his life and his reputation to save the grizzly whom he loved as a friend. Junior high school. Recommended.

MOWERY, WILLIAM BYRON. *Swift is the Night and Other Tales of Field and Wood*. Coward, 1956. 254p. \$3.75.

Contains many interesting short stories about animal life. A good book to use as a supplement to a unit on animals.

MUSGRAVE, FLORENCE. *Robert E.* Hastings, 1957. 191p. \$2.75.

When Robert E's mother took him and "Gramp" from the mountains to Cleveland, he found the transition such a difficult one that things really began to happen. Dogs, puppets, and friends help to make this a story which will appeal to boys and girls of the intermediate grades.

NEWTON, DOUGLAS. *Clowns*. Watts, 1957. 215p. \$2.95.

The history and classification of clowns. The unusual incidents and traditions of this art make unusual reading for junior high school readers, and those who like the circus will enjoy the background of the strange characters they have watched at the show.

OBERMEYER, MARION BARRETT. *The Listening Post*. Longmans, 1957. 196p. \$3.00.

A first rate story for young readers about early experimentation with radios. Actually, the story is based around the life of Malcolm Hanson. The author supplies a basic bibliography so that readers who want to move from fiction to history may do so at a minimum of effort.

PALMER, JACQUELINE. *Going to Museums*. Roy, 1956. 160p. \$2.50.

The modern museum can be an exciting place where the "dead" past relives in many aspects and scenes. After reading the chapter on the British Museum, you place it on your "must" list of museums. The book as a whole serves to make one museum-conscious.

PATCHETT, MARY E. *The Chance of Treasure*. Bobbs, 1957. 220p. \$3.00.

The four young Brevitts go with an adventurous uncle on a skin-diving expedition. Crocodiles, sharks, vicious eels, and other animals make their daily living very exciting. Goggles, flippers, snorkels and aqualungs are ordinary equipment. Upper elementary readers will be fascinated by the experiences. Australian setting. Recommended.

PAYLER, ESTHER (Miller). *Arrows Over Jamestown*. Vantage, 1957. 83p. \$2.50.

Youngsters, ages 8 to 14, will read with relish this moving story of an Indian boy and his white friends. Built around an actual historical event, the book ably describes life in early Virginia.

PHILLIPS, ALAN. *The Living Legend: The Story of the Royal Canadian Mounted Police*. Little, 1957. 328p. \$4.00.

An anecdotal account of this famous police force which, if not quite like the legend, is a most remarkable one. Appropriate for high school students.

PODENDORF, ILLA. *The True Book of Animals of the Sea and Shore*. Childrens Press, 1956. 47p. \$2.00.

This is a very excellent book for elementary science enrichment, the arrangement is very good, the illustrations are true and the colored ones very lovely. Every elementary child loves nature and these attractive books help the teacher enrich the program.

PODENDORF, ILLA. *The True Book of More Science Experiments*. Childrens Press, 1956. 47p. \$2.00.

Written on the primary level. It is written well and would be very interesting for a primary child. Simple experiments about light, work, inertia, ice, water, and water vapor are demonstrated.

POTTER, JEFFREY. *Elephant Bridge*. Viking, 1957. 94p. \$2.50.

A teen-age boy in Burma ran away to go to war, but getting lost in the jungle, he found himself adopted by an elephant. How he lived, was accepted by the elephant tribe, and finally got back home safely, makes an unusual story for upper elementary readers.



POWER, RHODA D. *From the Fury of the Northmen*. Houghton, 1957. 247p. \$3.00.

A collection of stories with English historical settings dating from the 8th to the 19th centuries. Most of the stories deal with lesser people rather than great ones and therein lies much of their interest. Suitable for upper grades and junior high.

RINDEN, GERTRUDE (Jenness) *Kenji*. Friendship, 1957. 120p. \$2.50.

An absorbing story of a Japanese boy in his struggle to hold his family together. His experiences furnish interesting background of post-war conditions in Japan. The problems are real and the solution natural and satisfactory. Recommended Upper elementary reading.

SCHULTZ, JAMES WILLARD. *My Life as an Indian*. Duell, 1957. 151p. \$3.00.

Robert E. Gard has edited for junior readers this exciting autobiography. Its author lived among the Blackfeet Indians. A careful observer, he recorded sympathetically Indian customs and problems.

SIMISTER, FLORENCE PARKER. *The Pewter Plate*. Hastings, 1957. 157p. \$2.75.

A young girl's experiences and her reactions to the part she had to play during the Revolutionary War. Historical background with scene laid in Providence, Rhode Island. Everyday problems like food shortage and personal sacrifice become very real when seen through Hannah's eyes. Elementary reading.

SMITH, DOROTHY GLADYS. *The Hundred and One Dalmatians*. Viking, 1957. 191p. \$2.75.

Four people, three dogs, and fifteen puppies begin an adventure in which many dogs, a couple of cats, a horse, some kind cows, and several very eccentric humans engage in amusing experiences. Junior high school dog lovers will enjoy the humor. English background.

SOBOL, DONALD J. *The Double Quest*. Watts, 1957. 240p. \$2.95.

A novel for junior high school readers set in the twelfth century when Henry II was King of England.

SPRATT, BARNETT. *Toppy and the Circuit Rider*. Abingdon, 1957. 127p. \$1.75.

Toppy has no one to belong to when his grandmother died, so the preacher took him on his journey through the wilderness. The friendliness as well as the dangers of frontier life is shown as the two visit many settlements in the Carolina mountain region in the 1790's. Upper elementary level.

STERLING, DOROTHY. *The Story of Daves*. Doubleday, 1956. 121p. \$3.00.

An excellent book about the history of caves, how caves are formed, and the types of animals that live in caves. Well illustrated.

SUTHERLAND, LOUIS. *Magic Bullets*. Little, 1956. 148p. \$3.00.

Dr. Sutherland reveals to the young and inexperienced scientist the story of microbes—their use and dangers to the human race. Mostly dwelling upon the hindering microbe, he related the history of man's battle against them. His concise and understandable explanation give merit to his presentation for Dr. Sutherland brings to the reader practical and common knowledge for everyday life.

THARP, LOUISE HALL. *Tory Hole*. Little, 1957. 202p. \$3.00.

Steve Waring's father left to enlist permanently in the Continental Army, leaving Steve to look after his mother and two younger children. Along the Connecticut coast where the story is laid, there were smugglers, raiders, and Tories; they did not know who among the neighbors were friends. Junior high school readers will appreciate the part Steve and other young people played during those critical times.

*Three Great Horse Stories*. McGraw, 1957. 119, 202, 180p. \$4.95.

Three well known horse stories are combined in an attractive volume, illustrated by Walter Dennis and Ross Santee. Recommended as a gift selection. Stories are unabridged.

TREECE, HENRY. *The Road to Miklagard*. Criterion, 1957. 254p. \$3.50.

Those who read *Viking's Dawn* will be delighted with further adventures of Harold, the young Viking. Adventure and strange people are woven into a vigorous tale. The historical background is handled with care. Good reading for children in high school or upper grades.



UCHIDA, YOSHIKA. *The Full Circle*. Friendship, 1957. 135p. \$2.50.

The growth of a teen-age girl in Japan during the war and post-war years. Umeko had unusual problems because her family was Christian and her father a well known writer. A broadening story for serious junior high school readers.

VENN, MARY ELEANOR. *Refugee Hero*. Hastings, 1957. 128p. \$2.50.

Otto was adopted by an American family when his parents were killed in Hungary. Most of the children at school were friendly, but one boy made him very unhappy. Otto had fine ideals about the American way of life, however, and when his class was faced with a difficult situation, it was he who knew what to do and who had the courage to do it. Upper elementary.

WHEELER, OPAL. *The Miracle Dish*. Dutton, 1957. 63p. \$2.50.

Moppet was just a little, little girl, but when she went Christmas shopping with her mother she found that mothers want things for Christmas too. Then she sets to work to get what her mother wants. It is a wonderful story for children from 6 to 10.

WHITNEY, PHYLLIS A. *Mystery of the Green Cat*. Westminster, 1957. 208p. \$2.75.

The adjustment of family relations following a second marriage is brought about by the solving of a mystery which had to do with an invalid next door. Twelve year old Jill had the courage to begin the investigation in which all later had a part and which ended happily for everyone. Junior high school reading.

WITHERIDGE, ELIZABETH P. *Mara Journeys Home*. Abingdon, 1957. 127p. \$2.00.

Young elementary readers will enjoy the experiences of Mara, a young girl returning with the Hebrew exiles from Babylon to Jerusalem. The simple treatment of everyday life during the journey make this unusual period of history very real.

ZIM, HERBERT S. *Comets*. Morrow, 1957. 64p. \$2.25.

Gives in an interesting and understanding language the facts that have been discovered about comets. It tells what the ancient people thought about comets, how they came to be discovered, the composition of comets, its effect on the earth, and the orbit and speed of some comets.

## Education and Psychology

BENNETT, MARGARET E. *Getting the Most Out of College*. McGraw, 1957. 219p. \$3.95.

The book is designed to be used by the individual student or as a text in a freshman orientation course. It provides in informal style basic information on learning about college, learning about learning and learning about yourself. The excellent bibliographies at the close of each chapter offer opportunity for more advanced study.

COMENIUS, JOHANN AMOS. *The School of Infancy* edited by Ernest M. Eller University of North Carolina Press, 1957. 130p. \$3.00.

An adaptation of the Bentram translation. There is an introductory sketch of the life of Comenius, and an evaluation of his work and influence. The stress on education as a joyful process is timely, showing that modern education has roots going back to the seventeenth century.

DEHAAN, ROBERT F. *Educating Gifted Children*. University of Chicago Press, 1957. 275p. \$5.00.

This book should be useful in college courses on the education of gifted children. It is well documented, having nice balance between practical and theoretical information. Giftedness is defined broadly to include both intellectually superior and talented students. Major emphasis is placed on boys and girls who fall in the upper ten per cent of the school population in intelligence many of whom the author contends should be served by regular classroom teachers. However, a chapter is devoted to the extremely gifted child, who presents unusual problems and challenges for himself, the school and society. Here adjunctive sciences are considered to be more essential for the child.

DEVANE, WILLIAM CLYDE. *The American University in the Twentieth Century*. Louisiana State University Press, 1957. 72p. \$2.50.

Four David Washington Mitchell Lectures delivered at Tulane University in the Spring of 1956, by the Dean of Yale College. The author believes firmly in the university's function as a guardian of the liberal tradition which he feels must be preserved against the pressures of emotionalism, opportunism, materialism, and anti-intellectualism.

HALL, CALVIN SPRINGER. *Theories of Personality*. Wiley, 1957. 572p. \$6.50.

A well organized, well written summary and critique of major current conceptions of personality. Should become a standard reference book for students seeking a serious introduction to personality theory.

HAVINGHURT, ROBERT JAMES. *Society and Education*. Allyn, 1957. 465p. \$5.75.

Excellent presentation of the sociological bases for education in the United States. Contains sections on the child's social environment, the school and the teacher.

JOHN DEWEY SOCIETY. *Fourteenth Yearbook; The Teacher's Role in American Society*, edited by Lindley J. Stiles. Harper, 1957. 298p. \$4.00.

Thirty-two educators have contributed to this volume on the perennially challenging topic of the teacher and his place in the social setup. The book should aid in the understanding of the forces that help and hinder the teacher's work in a democracy. The authors also study social forces affecting his life and conduct as a private person and citizen.

KENYON, JAY B. *Ten College Generations*. American Press, 1956. 144p. \$3.00.

The story of forty years of service of a Dean of Students in a small church college. The author tells a simple direct story of his deanship that extended over a forty year period. All deans of men and women can read this volume with profit.

KINDRED LESLIE WITHROW. *School Public Relations*. Prentice, 1957. 454p. \$6.00.

The author makes a penetrating analyses of present day school public relations problems and offer suggestions for improving public understanding and support of public schools.

LEE, GORDON CANFIELD. *An Introduction to Education in Modern American*. Rev. ed. Holt, 1957. 624p. \$5.25.

One of the better introductions to American education. This book would serve as a text for college study or reading by laymen who wish to understand something of the subject. Valuable and up-to-date bibliographies are provided at the end of each chapter.

LEVY, ANNA JUDGE VETERS. *Other People's Children*. Ronald, 1956. 287p. \$3.75.

Anna Judge Veters Levy, the first woman jurist in the state of Louisiana tells simply and with strong feeling the difficult situation which faces the juvenile courts of America in dealing with delinquency problems. The book illustrates Judge Levy's belief that delinquents are victims of circumstances. An important book for both the professional and the general reader.

LINDSEY, MARGARET. *Student Teaching in the Elementary School*. Ronald, 1957. 214p. \$3.75.

This is a clear and concise guide to the essential adjustments the student teacher must make to achieve greatest value from her experiences. It is short on illustrative situations but adequately and briefly sets out all the guide lines needed to insure good practices and avoid most difficulties. The chapters on Making Big Decisions and Planning for Teaching seem especially good.

LURRY, LUCILE L. *Developing a High School Core Program*. Macmillan, 1957. 297p. \$4.75.

A book which can be recommended highly. It contains excellent insight on the core program. The material is rich in details and consistently useful to experienced and beginning teachers. The authors are practical educators thoroughly acquainted with the core curriculum.

MANN, HORACE. *The Republic and the School*. Columbia University Press, 1957. 112p. \$1.50 paper. Classic in Education series.

This is the first of a series of educational classics to be issued by the Teachers College, Columbia University. Professor Cremin has furnished an introduction, "Horace Mann's Legacy," and the rest of the book consists of extracts from Mann's annual reports.

MICKELSON, PETER PALMER. *Elementary School Administration*. McGraw, 1957. 335p. \$5.25.

Sound and straight forward presentation of principles and practices needed for successful elementary school administration. Contains good chapter on working with parents. Annotated bibliographies follow each chapter.

MIEL, ALICE AND PEGGY BROGAN. *More than Social Studies*. Prentice, 1957. 452p. \$5.95.

The subtitle, "A View of Social Learning in the Elementary School," describes the scope of this new professional text. A curricular relationship between social studies and character education is what the authors regard as the "next giant step in social education," the "more" in the title. A comprehensive book with an excellent format.

MILLARD, CECIL VERNON AND JOHN W. ROTHNEY. *The Elementary School Child: A Book of Cases*. Dryden, 1957. 660p. \$4.90.

A valuable addition to professional literature. The cases described will be especially useful as resource material for child development courses.

O'CONNOR, DANIEL JOHN. *Introduction to the Philosophy of Education*. Philosophical, 1957. 148p. \$3.75.

A new introductory textbook by a member of the Philosophy Department of the University of Liverpool. The author concentrates on philosophy and its relation to education; in consequence, his book is brief but meaty and the reader is not lead away from the points at issue by lengthy discussion of classroom procedure and such like. The book needs to be reread and thought about and presupposes some slight acquaintance with philosophy on the part of the reader.

PERKINS, LAWRENCE B. *Work Place for Learning*. Reinhold, 1957. 63p. \$4.00.

This little manual is dedicated to the belief that schools should and can be inviting, cheerful and pleasing to the learner. In ten minutes the photographs and story introduce the reader to the results of understanding, sympathy, and artistry in designing an environment for learning.

PIKUNAS, JUSTIN. *Fundamental Child Psychology*. Bruce, 1957. 259p. \$3.50.

The author states that, "The subject matter of child psychology is the child's personality." The emphasis of this short text reflects this definitional bias. Much of the classical and a good deal of recent material in child development is included. A single paragraph, however, is devoted to the topic of learning. The author's religious frame of reference is reflected in much of the presentation.

PINK, LOUIS HEATON AND RUTHERFORD E. DELMAGE, editors. *Candle in the Wilderness*. A Centennial history of the St. Lawrence University, 1856-1956. 304p. \$5.00.

A history of one of the notable small liberal arts colleges of America, on which a considerable number of writers have collaborated. A copy of this volume should be in the library of every institution of higher learning in the United States.

PRESTWOOD, ELWOOD L. *The High School Principal and Staff Work Together*, Teacher's College, 1956. 96p. (Secondary School Administration Series).

A useful and practical volume written by a man actively serving as a secondary school administrator. This is the first number to be published in a new series sponsored by the Bureau of Publications, Teachers College.

RUSSELL, CHARLES. *Museums and Our Children*. Central Book, 1956. 338p. \$6.00.

This book is designed to encourage teachers in the use of community museums in their teaching programs. Would be very helpful to teachers interested in utilizing community resources in the teaching program.

SMITH, B. OTHANEL AND OTHERS. *Fundamentals of Curriculum Development*, rev. ed. World, 1957. 685p. \$5.75.

The authors stress the dominant influence of the cultural setting for education. Clear-cut analyses of curricular patterns are given: Subject-centered activity, core, along with descriptions of major curricular experiments and criticisms of present experimental design. An excellent study of today's curriculum problems and a good reference book.

SUMPTION, MERLE RICHARD. *Planning Functional School Buildings*. Harper, 1957. 302p. \$5.57 college ed.

A good manual or textbook for the school administrator who is responsible for school plant planning. Should be on the teacher's professional reference shelf, together with the author's companion manual, *Citizens Workbook for Evaluating School Buildings*.



TROPP, ASHER. *The School Teachers*. Macmillan, 1957. 286p. \$4.50.

Well-documented, well-written and well-illustrated social history of the professional group of elementary-school teachers in England and Wales from 1800 to 1956, with emphasis on the period from 1853 to 1945.

VOEKS, VIRGINIA. *On Becoming an Educated Person: An Orientation to College*. Saunders, 1957. 147p. \$2.00.

How-to-study and how-to-get-along-in-college handbook for freshmen, carefully organized and simply written.

WOODRING, PAUL. *A Fourth of a Nation*. McGraw, 1957. 255p. \$4.50.

A provocative attempt to develop a new philosophy of education for American society in its schools and colleges. Woodring's proposed new system of education and teacher education, though it vastly oversimplifies and glosses over intricate and profound problems, has more than enough merit to warrant careful reading, thoughtful analysis and genuine experimentation.

## Library Science

Illinois University. Library School. *The Nature and Development of the Library Collection*. Papers presented at an Institute conducted by the University of Illinois Library School November 11-14, 1956. 139p. \$1.75.

Specialists' essays on books for both adults and children and young people, paperback books, periodicals and documents, non book materials and censorship, as well as the role of the state library and the wholesaler provide review current problems.

Library Journal. *Recommended Children's Books of 1956*, compiled by Louise Davis Library Journal, 1957. 113p. \$2.00.

This list of children's books has been annotated by school and public librarians who work with children and know their literature. The arrangement by grade and subject with author and title index makes the material readily available and most useful. This carefully annotated and planned list is one of the most useful appearing each year.

## Music

BOATWRIGHT, HOWARD LEAKE. *Introduction to the Theory of Music*. Norton, 1956. 289p. \$4.25.

A distinguished text that introduces the rudiments of music while giving their historical setting through the study and writing of Gregorian chant, Trouvere songs, and classic instrumental melody. Includes sections on the physics of music and orchestral instruments. Especially suitable for theory in a liberal arts curriculum.

HOVEY, NILO W. *The Administration of School Instrumental Music*. Belwin, Inc. \$1.50.

Although a public school band or orchestra director would find himself submerged in paper work if he followed all suggestions in this book, a great number of valuable ideas are presented for the novice to heed when organizing an instrumental program. Suggestions for student help and cooperation are excellent.

IRVINE, DEMAR BUEL. *Writing About Music: A Style Book for Reports and Theses*. University of Washington Press, 1956. 74p. \$2.00.

A very useful book to have in every music library. Here is a well-indexed and illustrated guide to preparing papers, theses and books. The problems peculiar to music papers are well covered in the examples.

JOHNSTON, LAWRENCE. *Parade Technique*. Belwin, Inc. 60p. \$1.25.

The rudiments of marching, twirling, drum majoring and military courtesy are given, and the basic factors requisite for presenting a marching show are discussed and re-emphasized.

LAWRENCE, ROBERT. *The World of Opera*. Nelson, 1956. 208p. \$3.50.

An informal, but informed and often informative commentary on most facets of opera today: singers, conductors, repertory, impresarios, audiences, clagues, opera houses, traditions and departures therefrom, and the critics. The personal tributes to singers and conductors of the recent past are especially interesting and provocative.

TOVEY, SIR DONALD FRANCIS. *The Forms of Music*. Meridian, 1956. 251p. \$1.35 paper.

A collection of articles written originally for the *Encyclopedia Britannica* by one of the leading music commentators of the turn of the century. Presents his ideas concerning the general history of music and certain broad aspects of theory and form. Written for general understanding.



## Philosophy and Religion

BELL, HERMON FISKE. *Current Problems in Religion*. Philosophical, 1956. 648p. \$10.00.

The author of this book realizes that many people of the present day are not satisfied with the religion and theory of the past. He studies the possibility of a working synthesis of the old and new. The discussion is supplemented by an anthology of extracts from writers ranging from Plato and Sophocles to Fichte and John Wesley.

CUMONT, FRANZ. *The Mysteries of Mithra*. Dover, 1956. 239p. \$1.85.

Here is a remarkable and little known item of religious history. It is well documented and the translation seems to be well done.

HACKMAN, GEORGE. *Religion in Modern Life*. Macmillan, 1957. 480p. \$4.25.

Well-ordered, clearly stated, generally comprehensive in its concerns, this text is attractive and useful. Its title is somewhat misleading, though. It should be called "The Christian Religion in Modern Life." This is its subject really, and the text is a good one on this subject.

IGLEHART, CHARLES WHEELER. *Cross and Crisis in Japan*. Friendship, 1957. 166p. \$2.50.

This is a somewhat detailed account of the various types of Christian Churches in Japan and of their impact upon the life of that strategic country.

JOHNSON, GERALD WHITE. *The Lunatic Fringe*. Lippincott, 1957. 248p. \$3.95.

A series of brief studies of controversial figures, most of whom were misunderstood, were even hated and vilified, in their time. The author is a master of sharp satire and penetrating analysis. He makes the reader wonder as to who the misunderstood great may be at the present day.

SMITH, JAMES WARD. *Theme for Reason*. Princeton University Press, 1957. 215p. \$4.00.

A well-stated exposition of the necessity for our revising "some of our most cherished preconceptions about the nature of rationality" in the light of the realization that the position that analytic prepositions and synthetic prepositions are our only ways of

talking good sense is only supposition. The *Theme for Reason* is developed in political theory, in ethics and then in philosophy generally.

## Science and Mathematics

ADLER, IRVING. *How Life Began*. Day, 1957. 128p. \$2.95.

A straight, factual account of the scientific processes which started and which control life is the offering of this clearly illustrated book for the young layman. Piquant analogies in explanation add interest.

BARON, ABRAHAM LOUIS. *Man Against Germs*. Dutton, 1957. 320p. \$4.50.

This book should appeal to the layman as well as the science student. It is written in an interesting style and is easily read. The writer considers thirteen different germs, their nature and their effect on human life. He considers some well known and some comparatively recent ones.

BENSON, LYMAN DAVID. *Plant Classification*. Heath, 1957. 688p. \$9.00.

This is a handsome, excellently illustrated book on the vascular plants, designed to open up the new world of living plants to college students and the public and to emphasize the principles of classifying, naming and describing botanical taxa.

CASELL, SYLVIA. *Nature Games and Activities*. Harper, 1956. 91p. \$2.50.

A good book for children. The sentences are short and simple, and the instructions are clear. The activities will help children learn about nature.

FERMI, LAURA. *Atoms for the World*. University of Chicago Press, 1957. 227p. \$3.75.

This is an exceedingly readable piece of scientific literature, written by the wife of a pioneer in the field of atomic energy. Mrs. Fermi tells the story of the Geneva atom talks in a very engaging manner. It provides interesting reading for the nonscientist as well as the expert.

FISHER, JAMES. *The Wonderful World of the Sea*. Garden City, 1957. 68p. \$2.95.

A desirable book to use in science class when studying the sea and its inhabitants. Very good in illustrations and in the history of the formation of the sea floor and coasts.

ICENHOWER, JOSEPH B. *The First Book of Submarines*. Watts, 1957. 60p. \$1.95.

The complicated details of the operation of the submarine, the history of the invention, and its method of warfare are all covered in this brief, well illustrated text. Each page is alive with exciting two-color pictures. Junior high school.

LEHRBURGER, EGON. *Transistors Work Like This*. Roy, 1957. 64p. \$2.50.

Beginners in physics and electronics will like this simple, interesting and informative introduction to transistors.

MCDOWELL, C. H. *A Short Dictionary of Mathematics*. Philosophical, 1957. 64p. \$2.75.

This practical dictionary is divided into two sections—the first one on arithmetic and algebra, the second one on plane trigonometry and geometry. One finds here ■ clear explanation of terms, signs and symbols. Included at the ends of sections are tables of weights and measures, time, Roman numerals and the Greek alphabet.

MARSHALL, JOHN S. *Physics*. Macmillan, 1957. 906p. \$8.50.

This is a very good text for general physics in the college. The progression of subject matter seems to be in the right sequence and of proper depth to give the student a good course. The problems are sufficient both in number and depth for testing comprehension. Systems of units are discussed and the student urged to use units throughout the text.

SHUTTLESWORTH, DOROTHY EDWARDS. *The Story of Rocks*. Garden City, 1956. 56p. \$2.50.

Text is interesting and factual. Should stimulate youth to ■ scientific study of rocks and minerals. The book is ■ simple reference and has information in easy to read and understand language.

WOOLLEY, RICHARD VAN DER RIET. *A Key to the Stars*. Philosophical, 1957. 144p. \$4.75.

This interestingly written book is concerned with the elementary steps in astronomy and astrophysics and requires little mathematics for understanding.

## Social Science

ACHESON, DEAN GOODERHAM. *A Citizen Looks at Congress*. Harper, 1957. 124p. \$2.50.

Built around an analysis of Woodrow Wilson's classic study, *Congressional Government*, this penetrating study compares the Congress Wilson studies in 1884 with Congress today. The dynamics of congressional government are revealed with great clarity.

ALEXANDROV, VICTOR. *Krushchev of the Ukraine*. Philosophical, 1957. 216p. \$4.75.

Largely an account of the political maneuvering of Khrushchev in his rise to power in the deadly game of Russian politics, both internal and international. The facts seem authentic. Certainly the author, an experienced newspaper man and friend of many Russians, is in a position to know.

BALDWIN, JOSEPH G. *The Flush Times of Alabama and Mississippi*. Sagamore, 1957. 244p. \$1.25. American Century Series.

The present volume is a reprint of Baldwin's delightful, and important, collection of his yarns and sketches. In only two or three other sources can the reader so completely catch the spirit of the rural South and of the Old Southwest. Students of American literature and of American history owe a genuine debt to the publishers for making this out-of-print volume once more available.

BARTEL, ROLAND. *London in Plague and Fire, 1665-1666*. Heath, 1957. 118p. \$1.25 paper.

A collection of source materials for college freshman research papers. The selections are good ones. What is not clear is why should instructors assign research papers if the student does all of his research in such a prepared collection.

BARTRAM, WILLIAM. *John and William Bartram's America*. Devin, 1957. 418p. \$5.00.

Selections from the travel accounts and letters of two great American naturalists, giving rare insights into the plant, animal and human life of Florida and adjacent areas in the 18th and 19th centuries. A valuable contribution to Americana.

BEMIS, SAMUEL FLAGG. *The Diplomacy of the American Revolution*. Indiana University Press, 1957. 293p. \$1.75.

Historians and their students should welcome this paperback edition of a standard historical study. The author has made in this new edition a few changes based on recent research. That they are minor is testimony to the original merit of the study.

BERNARD, JESSIE SHIRLEY. *Social Problems at Midcentury*; role, status and stress in ■ context of abundance. Dryden, 1957. 654p. \$5.75.

Excellent college text based on the concept that the pervasive motif of social problems has changed from mere basic survival to concern with the malfunctions of roles and status.

BOER, FRIEDRICH, editor. *Igloos, Yurts and Totem Poles*. Pantheon, 1957. 124p. \$3.50.

Account of the habits and customs of thirteen societies around the globe ranging from the Eskimos of North Canada to the Samoans. Excellent for those ten years of age and up.

BUEHR, WALTER. *Knights and Castles and Feudal Life*. Putnam, 1957. 72p. \$2.50.

A nicely illustrated account of castles, sieges, knights and methods of warfare, and other details of feudal life. Of interest to upper elementary grades for the most part.

CARPENTER, FRANCES. *Children of Our World*. American Book, 1956. 223p.

An extensive study of life throughout the globe. It is designed for use in the elementary grades. In addition to numerous pictures there are a series of large maps in color.

CARPENTER, FRANCES. *Pocahontas and her World*. Knopf, 1957. 241p. \$3.00.

Careful research by the author, excellent illustrations, and good book making by the publishers together make this young person's biography of Pocahontas of more than routine interest. Half of the book deals with Indian ways before the settlement of Jamestown. The remainder stresses the impact of the white on the Indians.

CHARQUES, RICHARD D. *A Short History of Russia*. Dutton, 1956. 284p. \$3.95.

A book which covers the whole scope of Russian history from medieval to modern times with such brevity that the general reader does not get lost along the way. When you look up particular subjects, such as the Five Year Plans in such ■ work, you, of course, do not find much detailed information.

CHURCH, RONALD JAMES HARRISON. *West Africa*. Longmans, 1957. 547p. \$8.75.

In the study of the geography of West Africa, the region is reviewed topically and by political units. This is the best reference book in English for this area.

COLBY, CARROLL BURLEIGH. *Soil Savers*. Coward, 1957. 48p. \$2.00.

This beautifully illustrated booklet portrays the work of the Soil Conservation Service. A welcome addition to the school and classroom library.

CUMONT, FRANZ. *Oriental Religions in Roman Paganism*. Dover, 1956. 239p. \$1.85 paper.

This book, originally published early in this century, was one which enlarged our understanding of the mystery cults and their relationship to early Christianity. Students interested in the history of religions will certainly welcome this chance to add this book to their libraries in an inexpensive, paperback edition.

CURRY, ROY WATSON. *Woodrow Wilson and Far Eastern Policy*. Bookman Associates, 1957. 411p. \$6.00.

A comprehensive analysis of Wilsonian policies in China, the Philippines, Japan, Siberia, and elsewhere. A worthy addition to the literature on the Wilson Era.

DORIAN, EDITH. *Hokahey! American Indians Then and Now*. McGraw, 1957. 112p. \$3.25.

An excellent source of basic data on the American Indian. Through careful selection of material and good writing, the authors have compiled a most complete account for so short a book. Highly recommended for school libraries.



FAIRCHILD, HENRY PRATT. *The Anatomy of Freedom*. Philosophical, 1957. 103p. \$3.50.

This little volume is filled with sprightly essays on subjects of eternal importance: liberty, free enterprise, freedom of religion, etc. The book is timely and the presentation is penetrating.

FALK, MINNA R. *A History of Germany*. Philosophical, 1957. 438p. \$6.00.

A straightforward, compact account of German history from the 16th century to the present. The book is generally satisfactory although at this price the reader might expect more than one map.

FENTON, WILLIAM N. *American Indian and White Relations to 1830*. University of North Carolina Press, 1957. 138p. \$3.00.

Largely a bibliographical study of historical and ethnological materials on the topic.

FIFE, ROBERT HERNDON. *The Revolt of Martin Luther*. Columbia University Press, 1957. 726p. \$9.75.

A stout, scholarly life of Luther which carries his history down to his appearance before the Diet of Worms in 1521. The author tells the story of Luther's break with Rome with great detail and clarity. This is an important book for college libraries.

FLEMING, PETER. *Operation Sea Lion*. Simon, 1957. 323p. \$5.00.

The story of Germany's projected invasion of Britain in 1940 told in a lively fashion. The account of the German occupation plans will remind readers of how great the Nazi danger was.

GROSS, FELIX. *Rhodes of Africa*. Praeger, 1957. 433p. \$6.75.

A biography of Rhodes that shows his greatness without glossing over his many faults. Those who think of him as a benevolent old gentleman who established scholarship for deserving young men will be surprised and may be shocked.

HALE, JOHN R. *Napoleon: The Story of His Life*. Roy, 1957. 216p. \$3.00.

There are over 100,000 books about Napoleon, including biographies of formidable

size, but the reader who does not feel up to undertaking a life-study of this man will find this small book an interesting, straightforward account of the great French leader.

HALL, WALTER PHELPS AND WILLIAM STEARUS DAVIS. *The Course of Europe Since Waterloo*, 4th ed. Appleton, 1957. 922p. \$6.75. Century Historical Series.

A thorough revision by Dr. Hall of the 3rd edition published in 1951. Much of the earlier history especially of the Balkan states has been so severely condensed as to lose some of the interest of previous editions. Bibliographies have been brought up to date, and brief account included through 1956. An excellent text for an introductory college course on modern European history.

HANDLIN, OSCAR. *The Uprooted*. Grosset, 1957. 310p. \$.95.

A paperback reprint of one of the best accounts of American immigration. This volume takes as its theme the impact of America on the immigrant. It is a humane, scholarly piece of work written in a compelling fashion.

HUDDLESTON, SISLEY. *France, The Tragic Years, 1939-1947*. Devin, 1955. 360p. \$5.00.

A description of these unhappy years in France by a journalist resident there at the time. The author believes Petain was "perhaps the greatest and noblest" of France's great marshals. His account of the reign of terror which followed the liberation is a frightful tale.

HUMAYUN, KABIR. *The Indian Heritage*, 3rd ed. Harper, 1957. 170p. \$2.75.

A discussion of certain aspects of India's history by an Indian scholar. An introduction sums up the chronological history of India so that the Western reader will not be completely lost in reading the reflective chapters which follow. Suitable for college library.

JOHANSEN, DOROTHY O. *Empire of the Columbia: A History of the Pacific Northwest*. Harper, 1957. 685p. \$8.00.

A useful survey of the history of the Pacific Northwest. Stresses political and economic developments.



KAROLYI, MICHAEL. *Memoirs*. Dutton, 1956. 392p. \$6.50.

Memoirs of a Hungarian patriot. Karolyi was an aristocrat who gave his land holdings to the peasants. After World War I he was prime minister and then president of Hungary. Soviet and reactionary forces drove him into exile. Again after World War II he was forced into exile. His memoirs give the inside story of Hungary by one who knows firsthand.

KEAN, ROBERT GARLICK HILL. *Inside the Confederate Government*, ed. by Edward Younger. Oxford, 1957. 241p. \$5.00.

A Civil War Diary admirably edited by Professor Edward Younger. Robert Kean, because of his official position, was in a position to give valuable insights into the personalities and activities of Jefferson Davis' government. This his diary does with clarity and insight.

KLAY, ANDOR C. *Daring Diplomacy*. University of Minnesota Press, 1957. 246p. \$5.00.

The sub-title, "The case of the first American ultimatum," narrows the scope of this book to the story of an unusual Hungarian emigre of the 1850's, Martin Koszta. The story is filled with romance, adventure and some genuine historical importance.

KOMAROVSKY, MIRRA. *Common Frontiers of the Social Sciences*. Free, 1957. 439p. \$7.50.

A study of relationships within the various areas of the social sciences. The first part deals with history and social research, the second with economics and sociology. The treatise is specific rather than general in approach, since it uses a series of research studies as illustration.

LODER, DOROTHY. *The Land and People of Belgium*. Lippincott, 1957. 115p. \$2.75.

A small volume intended for young readers which treats this interesting European country. About half of the material is historical; about half is contemporary. Suitable for either junior high school or tenth grade world history groups.

MARSHALL, DOROTHY. *English People in the Eighteenth Century*. Longmans, 1957. 288p. \$6.75.

Social history probably appeals to the general reader more than any other variety,

and few societies were so interesting as that of 18th century England. Perhaps it is enough to say of this book that it does justice to its subject matter.

MAYS, BENJAMIN ELIJAH. *Seeking to Be a Christian in Race Relations*. Friendship, 1957. 96p. \$1.50.

The title of this book indicates its nature—a calm discussion of the religious approach to race relations by those who favor integration.

PHILLIPS, HELEN UPSON. *Essentials of Social Group Work Skill*. Association, 1957. 180p. \$3.50.

By analysis and cases this book describes four skills in group social work by which the competent practitioner can develop socially responsible behavior among his clients.

PLUMB, JOHN HAROLD. *The First Four Georges*. Macmillan, 1957. 188p. \$4.50.

A new and more just view of Britain's 18th century monarchs from one of the better historians of this era. The book will interest more than the scholarly specialist.

REMMERS, HERMANN HENRY. *The American Teenager*. Bobbs, 1957. 267p. \$3.75.

After fifteen years of sampling the opinions and attitudes of thousands of teenagers, a group of social scientists of Purdue University, sponsored by the Purdue Opinion Panel, have now published their finds. The answers from these teenagers give every impression of being honest and frank, and in some instances the responses are disturbing. One may not agree, but the book raises a host of questions for today's adult population. It is definitely an important volume.

RIDDLE, DONALD WAYNE. *Congressman Abraham Lincoln*. University of Illinois Press, 1957. 280p. \$4.50.

An account, virtually day by day, of Lincoln's single term as a congressman from Illinois. Particular attention is devoted to his Spot Resolutions and their political effects. Altogether, a thorough, well-written study.

SCOTT, KENNETH. *Counterfeiting in Colonial America*. Oxford, 1957. 283p. \$5.00.

The author handles his obscure topic in a manner designed to appeal to the general reader. He succeeds very well, but the scholarly world will properly deplore the absence of footnotes.

SMITH, THOMAS LYNN and others. *Social Problems*. Crowell, 1955. 517p. \$4.75.

A symposium and text to serve as an introduction at college level. Seventeen scholars, each a recognized specialist in the area in which he writes, have collaborated in this excellent book. Of special interest to educators is the section on "Problems in Education," remarkable for its insight and concise analysis.

SYME, RONALD. *Desoto: Finder of the Mississippi*. Morrow, 1957. 96p. \$2.50.

De Soto's life is here told for junior readers. The print is large, the illustrations are handsome, and the text is adequate.

THOMAS, ALFRED BARNABY. *Latin America: A History*. Macmillan, 1956. 801p. \$6.50.

A comprehensive history of Latin America from colonial times to the present, suitable for use as a textbook in college courses. School libraries will find it suitable for reference purposes.

TUNIS, EDWIN. *Colonial Living*. World, 1957. 155p. \$4.95.

Edwin Tunis is a first-rate artist, and he has done an excellent job in depicting the way of life in Colonial America. His sketches, done in black and white, are splendid and the text is well written. No phase of seventeenth and eighteenth century living seems to have escaped the author. Though designed probably for the junior high school level, this book will be enjoyed by older students and adults as well.

WELLS, ARTHUR WALTER. *Southern Africa*, rev. and el. ed. Dutton, 1956. 499p. \$7.50.

A new and enlarged edition of a standard guidebook. The wealth of detail and illustrations make this a good volume even if you intend to travel no nearer Africa than your armchair.

WHARTON, HENRY. *The Life of John Smith, English Soldier*; tr. by Laura Strikes. University of North Carolina Press, 1957. 101p. \$4.00.

This is a translation of a late seventeenth century biography written originally in Latin. Its importance stems from the fact that the author, a careful scholar, lauds the controversial Smith, and vouches for his

much questioned veracity. Beautifully edited, with introduction.

WHITE, REGINALD J. *Waterloo to Peterloo*. Macmillan, 1957. 202p. \$3.75.

Even though Britain stood at the threshold of its great century in 1815, the years after Waterloo were turbulent ones. Here is an excellent, well-written account of those years.

## Textbooks

ACHESON, PATRICIA C. *America's Colonial Heritage*. Dodd, 1957. 201p. \$3.00.

A sketchy history of colonial America for high school students. Its aim is to show how American democracy and culture were developed.

BRANDWEIN, PAUL F. and others. *You and Science; You and Your World*. Harcourt, 1956.

These up-to-date science texts with their colorful illustrations and timely experiments should provide excellent tools for the science teacher.

FREDERICKSEN, HAZEL. *The Child and His Welfare*, 2nd ed. Freeman, 1957. 364p. \$5.00.

A thorough revision of this text brings material and reading lists up-to-date. A brief chapter on growth and development of the child has been added, and listings of suitable films.

HOYT, ROBERT S. *Europe in the Middle Ages*. Harcourt, 1957. 653p. \$6.95.

A new textbook for college courses in medieval history. The book is quite satisfactory, although it does not differ greatly from several others already in the field.

KILANDER, HOLGER FREDERICK. *Health for Modern Living*. Prentice, 1957. 494p. \$4.95.

This book is written for young college students. It is carefully divided into twenty interesting chapters and an appendix. Suggested activities and review questions will appeal to the students.

LOOMIS, CHARLES P. *Rural Sociology: The Strategy of Change*. Prentice, 1957. 488p. \$5.50.

Stimulating text for use on the college level. Outstanding merit of the book is that it provides an analytical scheme that can be applied readily and meaningfully to the structure of rural society.

### List

ABRAHAM, HENRY J. *Government As Entrepreneur and Social Servant*. Public Affairs, 1956. 61p. \$1.00.

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# PEABODY JOURNAL OF EDUCATION

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## *Editorial*

### “There Was a Star Danced, and Under That Was I Born”

For a generation Clara Haddox has done the thing she wishes most to do, namely teach the dance. The dance, at its best, is a major department of great art. At its worst it merits imprisonment. During a pleasing tenure of fine service Clara Haddox has taught the dance in its most graceful and permanent forms. She has taught it so as to reveal in its movements glimpses of high comedy, or as an expression of deep tragedy. She has taught it as something with the purity and buoyancy of a May morning, or with the gentle sadness of an October afternoon. Perhaps, as a gesture to the peoples' great common taste she has lugged in a few that were mildly trivial, but she hurried through with them and got to those which ennoble. Those were the dances that as a mere child she performed spontaneously and to the delight of the neighbors on the sidewalks of Convent Place, Nashville. Her standards have deepened and widened with maturity, but basically they have not changed.

She finished grade and high school at Saint Bernard's. She graduated at Ward-Belmont School. She taught for a time in the grades at Saint Bernard's. She earned two degrees at Peabody College. She studied Dramatics at Vanderbilt. She spent five summers studying the Dance under Ruth St. Denis, one summer in the Serova School of the Dance, one in the Chaliar School, and one studying the Ballet under Kosloff, Touthalan, and Tamaroff. Then, she began teaching the Dance at Peabody.

That, for her, was a great many Dance classes ago. She was quiet and gentle then. She is now. If you hear someone speaking loudly, or see her rushing hysterically about it is not Clara Haddox. She demands as close approach to perfection as the student can make, but her directions are never shouted. Her way is to indoctrinate students with her love for the dance. "Again, again," she says quietly, and the students go through the movement again without grumbling because they share in her desire for a performance that shines with the inspiration of the composer.

The time will come (not soon we hope) when she will no longer teach the Dance at Peabody, but the echoes of Boston Fancy, the Juggler of Our Lady, Toccato (composed by Claude Almand), the Red Poppy, the Nutcracker Suite will sing in the deep memories of those whom fortune favored with the privilege of being present at one of her programmes.



# Is the 'Gifted' Child a Social Isolate?

**HARRY A. GRACE and NANCY LOU BOOTH**  
**California State Polytechnic College**  
**San Luis Obispo**

The six grades of an elementary school presented an opportunity to test this hypothesis. Cooperation of the faculty and administration allowed us to examine the possibility that "gifted" children become more isolated from their classmates the further they continue in school.

Three questions were pre-tested and then asked of one class of first graders, one of second, and two classes each of third through sixth graders in the same school.

"Which three children in your room do the best schoolwork?"

"Which three children in your room do you do things with most often?"

"If you could sit near any three children you want to, whom would you choose?"

The questions were asked orally of the first and second graders, the examiner recording on different colored sheets of paper so as to make the children feel that the questions were unrelated. From the third through the sixth grades, children received one questionnaire at a time, each of different color, and each of which listed the names of all classmates.

Results from the Iowa Basic Skills Test were used as the measure of "giftedness" for children in the third through the sixth grades. Teachers' estimates were used for the first two grades. The five most gifted and the five least gifted in each class (of nearly thirty children each) form our extreme cases.

The second and third questions seemed to test the same phenomenon, and so they were combined as one measure of social distance. Separate graphs were plotted for each class and each grade. No developmental differences appeared. In the first as in the sixth grade, the most gifted children were among the best liked and the least gifted among the least liked.

In all, 294 children were studied. Children with three or less choices

by their classmates may be considered as unpopular. Of the 206 children in this category, twice as many are among the least gifted than among the most gifted (44 to 20). Seventy-six children are moderately popular (4 to 7 choices). Twenty-two are among the most gifted in this group of average popularity, and only four among the least gifted. Only twelve children were selected eight or more times. Eight of these most popular pupils were also most gifted, and none were among the least gifted.

When the best schoolwork question is tabulated, the results lean more heavily toward the most gifted. For instance, 238 pupils are chosen four times or less, 47 of them are among the least gifted and 16 among the most gifted (3 to 1). Of the 56 children chosen five or more times as doing the best schoolwork, 34 are among the most gifted, and only one among the least gifted.

Is the *gifted* child the social isolate?

Not within these six grades of an urban school. If such isolation does occur, it may begin at a later stage. Perhaps as important a consideration is that one third of the gifted children do not demonstrate their abilities in the classroom such that their fellow pupils notice them. Can this be the beginning of "underachievement?"

But what about the least gifted children—children "exceptional" in the negative direction? They *do* seem to be left out of it, even as early as the first grades.

In our current prosperity, with the rising school enrollments, and the demand for greater quality and quantity of minds, it may be natural to sympathize with the gifted child. We may see in him the greatest potential for our nation's future. And we have serious cause to worry if as many as one out of three such children fails to invest the talents for education with which he was born. But we dare not forget the talents which may still lie within the less gifted or even the least gifted child. There is the challenge to teach him, to encourage him, to counsel him so that he may find his optimal happiness in adult life. Both he and his more gifted classmate need the skills of a teacher to realize the potential which is theirs. In our current prosperity we may forsake teaching for selection, coaching for recruitment, and yet this study of six elementary grades in one school indicates how great a job is still to be done.

# A Gift for Your Child

J. B. STOUT

Northwestern State College

Alva, Oklahoma

It happened in that recent sacred time when parents were asking themselves, "What shall we give to our children as an expression of our undying love; and of our prayerful desire that their lives shall be wholesome as well as happy, constructive as well as active, a blessing to many others as well as to us and to themselves?" The executive committee of a local unit of the National Congress of Parents and Teachers<sup>1</sup> had developed a program around the theme, "A Bargain Package—A Gift for Your Child." In their thinking, the "bargain package," in America at least, consists of the child's teachers whom parents and other citizens of this Christian democracy provide through our schools. Truly, an individual blessed with a fine body, a keen, alert understanding mind, a sympathetic and loving heart, all properly trained for and deeply devoted to teaching, is one of the greatest gifts that society can provide for its children and youth. Right now in America, and throughout the world, one of the most urgent and most challenging problems is that of providing such precious gifts, not to a chosen few, but to all children and youth of every nation.

Here, as in the case of every other gift, its quality in relation to its purpose, rather than its cost in dollars, determines its value; the more significant, the more precious it is, the greater is the demand that it possess the highest quality. A so-called "bargain" gift for a child may be detrimental, even dangerous to the welfare of the recipient. Society, particularly teachers and parents, must accept responsibility for the quality of this bargain package under consideration.

Now the means of controlling the quality of the teachers and of the teaching in our schools, like the means used to insure high quality in the personnel and in the practice of physicians and surgeons, are known as "Professional Standards." Only when those standards are high and are enforced, can highest quality of personnel and perform-

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<sup>1</sup> Horace Mann Unit, Oklahoma Congress of Parents and Teachers, Alva, Oklahoma.

ance be assured. Only thus may parents be reasonably certain that what was referred to as the bargain package is truly a precious gift. Today those standards are in jeopardy. How important are they to you?

The writer submits the proposition that their importance should be appraised in terms of their constructive influence on things of great significance. If that be a valid basis for judgment, then;

Professional standards are as important as *education*, which is the greatest single factor that accounts for the difference between our way of life, and that of the most primitive peoples; which is society's most momentous undertaking, her best form of investment, her only form of insurance, and her best hope of determining the eternal destiny of mankind.

They are as important as the *school*, one of the most dynamic agencies of education, "the conscious means used by society to preserve and perfect civilization."

They are as important as the "*American Way of Life*," for as Franklin D. Roosevelt said, "What we do in the schools may be the most significant factor in preserving our form of government." This sentiment was later expressed by President Eisenhower in his words, "Our achievement in peace will rest upon the principles presented in the schools of America."

They are as important as the *professionalization of teaching*, for they are the foundation stones upon which every vocational group has built that has ever attained professional status.

They are as important as the *individual teacher*, of whom it is said, "As is the teacher, so is the school"; the person who is second only to the parents, and not always to them, in molding the character and shaping the lives of children.

So these professional standards become as important as "America's Jewels," *her children*, for they will go far toward determining who shall teach your children, their children, and their children's children. Thus they become as important as *our highest hopes, our fondest dreams, and our deepest faith* that through these living, and through generations yet unborn, God's plan for *all children, everywhere*, may be consummated!



## *The Implications*

Granting the importance of professional standards, *what then are the implications?*

Much time, devoted effort, continuous appraisal and continual improvement must go into the development of those important standards, and into their implementation.

Profession-wide leadership and lay participation on local, state, regional, national, and international levels are imperative.

Provisions must include the following vital factors:

(a) Through adequate salaries, improved working conditions, reasonable tenure and retirement, and deserved recognition on the part of society for worthy practitioners, teaching must be made to attract the most promising youth of every generation.

(b) There must be selective recruitment for teacher education candidates who possess suitable personal attributes and aptitudes.

(c) There must be improved principles and practices to insure adequate certification regulations.

(d) There must be continuous improvement in the teacher education program of every institution that gives evidence that teacher education is at least one of its major functions, and the elimination, as teacher education institutions, of all others.

(e) There must be continued effort toward the establishment and maintenance of a balanced supply of competent teachers, in terms of levels and areas of service.

(f) There must be, democratically and realistically developed, effective programs and processes of professional growth-in-service.

## *Present Conditions*

Evident limitations prevent adequate review of present status, in terms of these professional standards; but educational literature is adequate, and it is hoped that many will have time and inclination for such appraisal. The reader will be encouraged to find in recent editions of *The Year Book of Education* evidence of interest and effort that transcend national and racial boundaries. Knowledge of the work of the National Commission in Teacher Education and Professional Standards, of the work of some forty-nine similar state organi-

zations, and of the work of the very many local TEPS Committees; knowledge of the work of the great national, regional, and state accrediting agencies, and the pooling of strength in the newly functioning National Council in Accreditation; all such knowledge will serve to renew hope and stimulate effort. A more detailed and analytical investigation will confirm noteworthy progress, but will discover shocking deficiencies. In the matter of recruitment, for example, it is a far cry from practices of the period of Peter, the Great, when from among future clergymen enrolled in the theological seminaries, the worst—including drunkards, insubordinates, and failures—were assigned to teaching positions in the secular schools, to the best personnel practices including wise guidance and counseling on both high school and college levels, and the development and application of criteria for the selection and screening that are affecting the practices of an increasing number of teacher education institutions. It must be acknowledged, however, that current proposed solutions for the present teacher shortage include such wild suggestions as the recruitment of retired army officers, and the drafting of young women for a two year period—six months of training and eighteen months of teaching.<sup>2</sup> So, present conditions, even in this most enlightened nation, spell procession, rather than profession; supply some justification of Shaw's barbed statement that "Those who can, do; those who can't, teach"; and make timely Thorndike's classic warning: "Poor indeed is the society whose best brains clothe and feed it, but whose poorest minds teach it."

Although it would be pleasant to dwell on achievements, both national and state—for there is reason for pride in the progress made—it would be wiser to warn against the danger of complacency, and to emphasize the dark and challenging elements in today's picture. It was Alice in Wonderland, I believe, who provided guidance for us in America today, when she said, "You see, you have to keep running if you want to stay where you are. If you want to get ahead, you have to run faster." There are still all too many institutions posing as colleges for teacher education who pay little more than lip service to such an objective, and whose programs fail to justify the claim. Conditions among teachers in terms of economic and social status, in

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<sup>2</sup> T. M. Stinnett, "Editorial Comments," *The Journal of Teacher Education*, Vol. VII, No. 2, June, 1956, p. 153.

terms of teaching load and community responsibilities, in terms of facilities for working and living, in terms of tenure and retirement, probably discourage rather than attract the best bodies, minds, and hearts to the profession. Only seven out of ten elementary teachers now employed in our public schools have degrees. All too many of them are not participants in adequate programs that promote growth in service.

The teacher shortage is, and—in spite of some gain—bids fair to continue to be a national crisis. Some brief factual statements may be enlightening.<sup>3</sup>

### *Demand*

More than ten thousand children are being born each day in the United States. In 1940 our national birthrate was eighteen per thousand of population; by 1952 it had increased to twenty-five per thousand, an increase of nearly 40 per cent. The increase in population in the United States from 1940 to 1953 was equal to the total population in 1950 of eleven western states combined, plus that of Texas. In 1954 for the first time in the history of these United States, total births went beyond four million.

Enrollment in elementary schools is increasing more than a million each year. Our accelerated birth rate means that this number will increase each year for some time. What kind of educational opportunity will be available in 1960 when a large per cent of the four million children born in 1954 attain school age?

During the school year 1955-56 some 85,000 teachers, for various reasons, left the profession. A minimum of 35,000 should be added because of the increase in school enrollment that will take place in September. A minimum of 20,000 are needed to relieve over-crowding, and to cut down the number of pupils that are on half-day schedules. Surely something must be done to replace some of the most woefully unprepared. To the extent that a study of the preparation of elementary school teachers teaching during the school year 1955-56 in thirty-four of the forty-eight states, Alaska, Hawaii, Puerto Rico, and District of Columbia is justifiable foundation for nation-wide estimates,

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<sup>3</sup> Most of the statistical information presented in this article is derived from "The 1956 Teacher Supply and Demand Report," *The Journal of Teacher Education*, Vol. VII, No. 1, Mar., 1956, p. 33 ff.

we can safely say there were at least 1,389 elementary teachers who had not one hour of college preparation. Eleven thousand seven hundred two had only from one to twenty-nine semester hours of college training.

In the elementary schools of the United States, a nation that boasts about providing equality of educational opportunity to all of its children, there were last school year 41,690 teachers with preparation varying from none to fifty-nine college semester hours. Sixty college semester hours usually represent about eighteen months of college work.

Dr. T. M. Stinnett, Executive Secretary of the United States Commission on Teacher Education and Professional Standards has said, "There is a realistic need (demand) for 175,000 qualified teachers to be available to the elementary and high schools next September."

In a further attempt to realistically predict the demand for new teachers for next school year, a study was made to determine the number of "new" teachers (those not teaching anywhere the previous year) entering the schools in September of 1955. On the basis of this study there were 76,337 "new" elementary teachers and 54,369 "new" high school teachers employed. Should due consideration be given to the need of reducing half-day sessions, and replacing the most inadequately prepared among those teaching last year, the total arrived at would correspond closely with Dr. Stinnett's estimate. So much for demand. Let us look at supply.

### *Supply*

The total number of persons graduated from all of our colleges in the United States in 1955 (287,000) was 34 per cent less than in 1950. Of this greatly reduced number graduated in 1955, only 30.2 per cent are prepared to teach. Although this represents an increase in the per cent of college graduates prepared to teach, there were 24.3 per cent fewer degree teachers graduated in 1955 than in 1950. Reliable estimates indicate that this spring and summer (1956) there will be an encouraging increase of 2.70 per cent in the number of teachers granted a bachelor's degree with certification on the elementary level, and an increase of 15.4 per cent in the number certificated

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<sup>4</sup> T. M. Stinnett, *The Journal of Teacher Education*, Vol. VII, No. 1, Mar., 1956 p. 46.



for high school teaching, as compared with 1955. Even so, all teacher education colleges in the United States will graduate with the Bachelor's Degree only 38,731 elementary teachers, and only 57,348 high school teachers, a total of 96,079 as compared with an estimated need of 175,000 teachers for the coming year. These figures indicate a deficiency of 79,000 teachers. The supply is 34,627 less than the number of "new" teachers actually employed last year, including the thousands with pitifully inadequate preparation.

In the preceding estimates of deficiency in teacher supply, we have assumed that all persons graduated from the colleges of the United States with standard certificates would enter teaching in 1956. How unrealistic! A study was made to determine what per cent of the 1955 class so prepared entered teaching last September. The study involved 77 per cent of those prepared for elementary teaching and 72 per cent of the potential high school teachers. It was found that only 71 per cent entered teaching. This was encouraging, since it represented a gain of 5 per cent over the 1954 record. It indicates, however, that even though the trend continues favorable, it is highly probable that one out of four of the 96,000 potential teachers in the class of 1956 will not enter teaching this fall. This would increase the estimated deficiency by 24,000.

To make frustration complete, here is a major threat to professional standards: Each school year from 1945-46 to 1951-52 there was an average decrease over the preceding year in the number of emergency certificates issued in the United States of nearly 12,000. In 1952-53 the decrease dropped to only 222. In 1953-54 there was an increase, the first in nine years, of 1,963 emergency certificates over the number issued the preceding year. Strictly comparable figures for the years 1954-55 and 1955-56 are not available. However, there was an increase of 28.46 per cent from 1954 to 1955 in the number of college students completing requirements for the elementary certificate granted on the basis of only 30 hours of college work. Comparable figures show a decrease in 1956 of 2 per cent as compared with those of 1955.

There has been presented a discouraging picture. However, as emphasized by Dr. Stinnett, there are reasons for optimism.<sup>5</sup> Professional

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<sup>5</sup> T. M. Stinnett, "Standards Are Still Going Up," *NEA Journal*, Vol. XLIV, No. 9, Dec., 1955, p. 541 ff.

standards have advanced steadily since 1946. The annual production of elementary teachers with a college degree has been increased from 11,142 in 1948 to 35,278 in 1955, a gain of nearly 317 per cent. The average preparation of employed elementary teachers has increased consistently. The proportion of women in the total college enrollment has shown consistent increase since 1951. The total number of new teachers produced by colleges of the United States took a slight up-turn in 1955, the first year since 1950 that there was not an annual decrease. Here is encouraging evidence of determination on the part of many teachers and parents to "keep running,"—aye, even "to run faster."

Probably there is general agreement that the building of a profession is, primarily, the responsibility of its personnel.<sup>6</sup> However, in the case of teaching—possibly more than in any other, since it provides essential services to all children and youth—it demands the whole-hearted commitment of parents, first, and of all others interested in the future of the world. In the words of Helen C. White, of the University of Wisconsin, "The rigorous maintenance of high professional standards by everybody involved is the only sure protection of the common interest."<sup>7</sup>

Back in 1944 there was issued by the American Council on Education a pamphlet entitled "*Teachers for Our Times*." There were listed twelve qualities needed in teachers. The following quotation concerns a most significant one.

"There remains one quality so essential to good teaching, and so broad in its bearings, that it has been reserved for concluding treatment. That quality is a profound conviction of the worth of a teacher's work. For this to exist the individual must have a sense of the greatness of his profession: of its significance for society, of its power to benefit boys and girls. He must have no doubt that skillful teaching is essential to the preservation and improvement of our culture, to the strengthening and enlightenment of every citizen."

It is the studied opinion of the writer that such a quality, such a conviction, such a philosophy, is becoming increasingly a characteristic of our teachers, and of parents as well. So let us hope that out

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<sup>6</sup> John B. Stout, "Building a Profession: The Responsibility," *Phi Delta Kappan*, Vol. XXXIV, No. 4, Jan., 1953, p. 125. ff.

<sup>7</sup> Helen C. White, "Freedom to Teach," *Bulletin, American Association of University Professors*, Vol. XLII, No. 2, Summer, 1956, p. 335.

of their deliberations and their cooperative efforts today and in the tomorrows to come, they will find ways in which they can and will promote the eventual realization of this, our dream; the eventual fulfillment of this sacred trust: the attainment of full professional status for those who teach; the presentation of what will be truly a "bargain package" to all children everywhere, beginning in America!

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# Rural Education and the Future of America

**S. J. KNEZEVICH**  
**College of Education**  
**University of Iowa**

If it came to pass (and may the Lord forbid it) that thousands of man-made earth satellites were sent spinning loaded with nuclear explosives rather than scientific instruments and were so tuned or timed to return from space to explode upon those below, the horror dream of all mankind being obliterated from the face of the earth could come to pass. Assume further that this were followed in the year 2057 by a visit to the "earth sans homo sapiens" by archeologists from Mars who were interested in establishing the kind of culture that existed and what the people of various countries contributed to the development of civilization on earth. If these archeologists probed the ruins that were once America (keep in mind that this is fiction which I hope will never be fact) to determine what we had done for the advancement of earth civilization and culture, what would they find?

It is my belief that at least two things would be recorded as significant contributions to civilization from the people of the U.S.A. One, of course, would be the refinement of the democratic concept of government. While the idea of democracy as a political form or a way of life is not original with the people of the U.S., certainly we have done much to refine and perfect it as a practical form of government and as a way of life. The second would be the development of a system of public education which is unique in the history of the world. Again, neither the idea of education nor public education is original with America. But as one historian put it, "never before in the history of the world have so many been educated so well." There are few things more typically American than our systems of public education, and this remains true no matter what the magnitude of problems before us.

In a very real sense when one speaks of education in America, he is speaking of the future of a nation. We must wait until a generation



has passed before we can accurately assess the full impact of a particular program in education. What we do or fail to do right now will be felt for at least another 25 years. In a certain sense "there is no tomorrow" for those whom the golden years of learning opportunity have passed by. It's like the last game of the world series. What's the point of saving the big money players for tomorrow if the series end today? There will be other world series games as there will be more generations of school children to come, but each has its golden moments and there comes at time when "there is no tomorrow" for them. You can't indefinitely postpone "until tomorrow" the resources which are needed right now for the children who are ripe for learning today.

This is one reason why people with *vision* as well as *dedication* are needed to foster the cause of public education. When the goal can only be vaguely defined at best and reaching it requires many years, the temptations and pressures to divert resources to more immediate and more pleasurable purposes are great. The pursuit of the immediate gains or pleasures of the moment make it difficult to convince people of the importance of lofty ideals and distant objectives.

It's not too difficult to fall in the ways of the sun worshippers of days gone by. While today we may ridicule and castigate the pagan worship of the sun there are many, nevertheless, who emulate at least the spirit of those whose imagination was limited to that which could be seen and felt here and now. The glitter and the glamour of the chrome on the power-laden vehicle that purrs smoothly along the ever-improving and widening concrete pathways that link city with city captures the imagination and pocketbooks of many. The appliances that fill our homes with comfort and bring more of the world to our living room can indeed be counted among the wonders of our age. We stand in awe at the power of the atomic bomb and thrill to the thought of the possibilities of space travel made more probable by the launching of satellites. These are indeed some of the achievements of the age which makes this world a little more pleasant, a little more fearful, a little more costly, but in the last analysis, we hope at least, a little more enjoyable.

The problem arises when the easily observed and material objects become so strongly entrenched that we start to look upon them as ends. The acquisition of material goods becomes of primary importance

and all else secondary. When this occurs, we fall into the snare of the sun worshippers who recognized the great good that came from the sun. The sun gave them warmth and light. Things could grow in the sun. It is little wonder that the ancients held it in awe and fell upon their knees to worship it. We, as Christians, recognize that for all the wonders of the sun, there is a Being far greater and more worthy of our admiration and worship. As great as the sun may be, even greater is its Creator. As Christians we have taken the time to look behind the dazzling sun to see Someone of even greater Brilliance.

We fall into the same trap as did the sun worshippers when we fail to look behind the material gains in our culture. As wonderful as are the creations of modern technology, they are the *created* and not the *creator*. It is the creative human mind which is far more worthy of our respect and admiration (but never worship for this we reserve to Him who created the human mind and all else) rather than the automobile, the hydrogen bomb, the nuclear-power driven submarine, the earth satellites, etc. But these great technological developments of our age are not products of ignorant minds but of those which have grown through opportunities to learn. It is the blending of human potential with a system of education that resulted in the technological marvels of our day. There is a need for a further blending of human potential and learning for the development of social institutions which can function most efficiently in this age of great technological progress. The latter blending appears to be more difficult to achieve and to accept.

This is what we mean when we say public education is the very bulwark of our greatness as a nation. To starve our system of public education because we feel we need more money to spend for entertainment and the glittering and glamorous objects about us is like starving the goose that lays the golden eggs. Limitation of resources available for education in any part of the nation is, therefore, a threat to the future of America. He who toys with public education ultimately jeopardizes his own welfare and that of the nation.

This must be said over and over again and throughout the land for there are many services which are needed in a community. Gaining tax funds for a bright and shiny red fire engine is not difficult to come by. The need for it is readily apparent and the results are almost immediate. You can see the bright and shiny new fire engine the next

day. You can feel the effect of lowered fire insurance rates within a short time. The same argument goes for roads. We need better roads. Tax funds for new roads which are spent wisely and in the absence of fraud and collusion are noticed within a short period of time as we travel happily over the beautiful and comfortable new roads. I will not belabor the point that a dynamic culture requires many services. The problem arises when services such as education, which are not as easily described nor as readily apparent as a red fire wagon or a concrete strip, come out second best in the competition for tax funds.

So much for education in general and its tremendous importance to our way of life. Some would say, stop there, and why bother to study rural education. Then comes the oft repeated, but nonetheless meaningless, cliché that "education is education." This, I submit, is neither a profound nor a learned observation. The same twist of logic could produce the statement that "medicine is medicine," so why have special studies such as tropical medicine. They could question the judgment of a foundation for spending thousands of dollars at the State University of Iowa, College of Medicine, for organizing an Institute for Agricultural Medicine to do research on diseases affecting the people of rural areas, notably, those afflicting farmers. I could go on and say that "sociology is sociology," so why the duplication with courses called "rural sociology?" We could go still further and declare "work is work" and, hence, the problems of agricultural workers are no different from those of industrial workers. The statement which proclaims "education is education" proves nothing.

Rural education is a part of the complex called public education in general. Stated positively, it is necessary to detach rural education from education in general to study likely solutions to the various problems encountered in providing educational opportunities in rural areas of America. The very vastness as well as unique conditions demands that it be so. Of the 3,070 counties in the U.S. almost 35 percent do not contain even one urban place. Of the more than 17,000 incorporated places in the U.S. in 1950, 77 percent had populations under 2,500. Most communities are small or rural communities. As Bob Isenberg stated in the 1957 Yearbook, small communities vary greatly. Some are in isolated mountain areas, some are in desert regions, some are on scattered islands cut off from the mainland, some are in fertile

valleys or plains where farms are rich and prosperous. There are many ways to make a living. Some small communities have an economy wholly or largely lumbering, or fishing communities. Some are industrial communities. This suggests that adaptations must be made if there are to be desirable educational opportunities available to the children, youths, and adults residing in the heterogeneous complex called rural America.

The magnitude of public education in rural America was described by Howard Dawson in yet another way when he pointed out that of the 17,000 school administrators in the U.S., fully 70 percent have major responsibilities in rural education. Rural schools employ about 467,000 or 47 percent of the nation's teachers. There are 11.9 million children residing in rural areas enrolled in school and this number is about 39.5 percent of the nation's total. The schools in rural farm and rural non-farm areas expend about 2.5 billion for current operations which is about 39.5 percent of the nation's total.

As interesting as the statistics describing the magnitude of the problems of rural education may be, they do not convey the whole story. The results gained from the special studies and conferences on rural education during the past years provide the real clincher to the argument. Many improvements have been noted since the historic White House Conference on Rural Education. Rural school teachers are today better prepared and better paid. A larger percentage of rural children are coming to school and staying longer. The structure of local school districts has been strengthened. The range and quality of educational opportunities have been markedly increased. Opportunities for secondary education have been extended to many more rural youths. The financing of schools in rural areas has been improved through increasing state aids that have equalized the burden of school support. These significant developments did not just happen. Certainly the Rural Department of the National Education Association deserves a large measure of credit for the leadership given toward the improvement of educational opportunities for children in rural areas. There can be no questioning the fact that the special study and special conferences devoted to the problems of rural education have borne fruits of great value to the nation.

An examination of the specific roles of various leaders and organizations in rural education in the three fields of local district structure,



the intermediate unit, and transportation document further the argument at hand. It has been well known that the most inefficiently organized school districts were to be found in the rural areas of America. Reorganization is not a new phenomenon. The need for efficient district structure was the concern of Horace Mann over 120 years ago. The close relationship between quality programs of education in rural areas and an efficient district structure was observed many, many years ago. Conditions have been ripe for significant alterations in school district structures for a long time as well. The spark of leadership was needed to promote it, however. The professional leadership of the Rural Department of the NEA in the field of school district reorganization is a recognized fact. Dawson reported that there were 127,529 school districts in the United States in 1932 as compared with 66,472 in 1953. On July 1, 1955, it was reported that there were less than 60,000 school districts in the United States. Admittedly the reduction of the numbers of school districts is a rough indication of progress in reorganization.

The recent experience in Iowa, one of the seven states which accounted for half of the total number of school districts in 1953, is a case in point of how leadership from the State Department of Education stimulated more efficient local district structure. In spite of legislation that made reorganization more difficult than was necessary, Iowa today has moved to a place where many leaders feel that reorganization is not likely to be a political issue during the next session of its legislature. And reorganization of school districts has been a hot political issue for a long time in that state.

There came a time during the Industrial Revolution when workers, who had once feared losing their livelihood through the development of labor-saving machinery such as Edmond Cartwright's power loom, no longer destroyed machines with the hammer and the torch. They realized they could not defeat nor undo the forces which set in motion the Industrial Revolution. I predict that the period of bitter hate and animosities developed in school district reorganization attempts is likewise approaching an end. There remain a few to march upon the state legislatures (under the guise of protecting the small school) who would continue to put the hammer and the torch to legislation needed to facilitate orderly reorganization of local school districts into efficient

units, but they no longer reflect the desires of most people in rural areas. It is recognized that no man nor any group possesses the resources to prevent the orderly reorganization of local school units of administration. Only delaying actions can be successful. To defeat reorganization one must destroy the improved roads, the steel plow, the powerful tractors, telephones, automobiles, rural electrification, farm machinery, television, etc. These great developments of our technology have set in motion the forces calling for a fundamental reorganization of social institutions among which happens to be the public schools. Leaders in rural education have stimulated popular action toward reorganization of school districts in rural areas.

The intermediate unit is fundamentally a product of leaders in rural education who recognized its importance in developing quality programs of education in rural areas. The Rural Department of the NEA played an important role in the clarification and application on the intermediate unit concept to public education since the end of World War II. More remains to be done in this area, but the point is it is being done through leaders in rural education.

It was reported in 1956 that there were 142,977 school buses in use and 18,003 were built and delivered. Nine and seven-tenths million pupils were transported daily in 1956 as compared with nine and one-tenth million in 1955. The cost of transportation was \$357,000,000 in 1956 as compared with \$312,000,000 in 1955. In 1956, 42,364 school districts used buses. Without the study given to transportation by those mainly interested in rural education it simply would not have reached the stage of development that it has today.

Other contributions could be catalogued, but these are sufficient to indicate the fruits of your labors in study and in conferences on the problems of rural education. The final answers are not in, but no one can contest the significant progress made.

So much for a review of a few of the accomplishments from special study and special conferences devoted to rural education. What lies ahead? There have been many statements of the dynamic nature of the world in which we live. One of the more recent ones is found in the October 7, 1957, issue of Life Magazine which used this statement in its introduction to a new series entitled, "Man's New World: How He Lives In It."

"The present lives and future fortunes of every American man, woman, and child are directly affected by the gigantic technical strides of the past few years. Whether we know it or not, whether we like it or not, the daily life of each is being changed—and it is destined to be changed far more—by events taking place in the laboratories and factories across the land."

"Any important scientific or engineering advance always sets off a chain reaction. It creates comforts and hazards, it organizes the economy and disorganizes it, it provides social benefits and poses moral problems. This has been true since history began. But such advances used to be few and far between. Their impact came so slowly that a man was hardly aware of any major change in his own lifetime."

"The pace of change was stepped up with the Industrial Revolution. And in the years since World War II the advances have come with an overwhelming rush. Today the progress of 100,000 Stone Age years is surpassed in a single year and the great accomplishments of the century are eclipsed by those of the last decade. 'In one generation,' J. Robert Oppenheimer observes 'our knowledge of the world engulfs, upsets, and complements all knowledge of the natural world before . . . the world alters as we walk in it.'"

Rural America cannot be isolated from these changes and rural education will be affected by the many technological developments yet to come. There have been great improvements in school district organization in rural areas. It is entirely likely that within the next decade we will reach a kind of stability that comes from efficient local school district structure in most states. But school districts are but a means to an end. Their structure is determined by the demands placed upon it by the educational program. As the educational program changes to meet the changes in "the world which alters as we walk in it," to quote J. Robert Oppenheimer, we may find ourselves in a situation where the entire school district structure must be re-evaluated and the measuring stick will be standards or forces which are presently beyond the human imagination of most present here this evening.

It follows from the world we live in that the educational program now found in most rural areas will be greatly expanded and enriched. For unless this is done, fewer and fewer of the future leaders of our nation will come from rural America.

The task of the public school in the rural area must, of necessity, be more difficult than the task confronting its urban cousin. It was estimated that between 1920 and 1950, over one million rural youth an-

nually migrated to cities. Rural families of the United States have paid directly for the rearing of migrating rural youth and indirectly for their education as well. Many studies have proclaimed that approximately 50 percent of the farm youth leave the farm upon reaching maturity and migrate to urban areas. The implication is clear. The program of the rural school in the satisfactorily organized school district must be such as to meet the needs of those who will remain and build better rural communities. It must also be a program which will help the large numbers who annually migrate from rural areas to earn a livelihood in urban settlements. This is a task of tremendous magnitude, but one which cannot be ignored.

Since the depression years the greatest tax collecting agency has been the federal unit of government. For a long time the local taxing unit played the dominant role, and it was during such times that methods of financing schools were developed and began to be looked upon as the traditional (and, hence, desirable) method. Today, the state units collect and expend more tax funds than do local units. These are the economic facts of life. They point to the necessity for rethinking the role of state and federal governments in school support. And when we do give it thought it should be made clear that local units of government are no longer the dominant tax levying agencies they were a century ago. The trend is clear. The future increasing costs of education in rural as well as urban areas can only be met by using more of the state and federal financial resources for the support of public education. In some cases, such as those involved in providing better educational opportunities for children of migratory workers and in federally impacted areas increased federal funds are of the utmost necessity. If the public schools are to meet the many challenges placed upon them by the dynamic culture in which they are located, adequate financial resources must be available and this means that they should not be limited to those possessed by the local district alone. The resources of the state and of the nation must be made more readily available to finance improved educational opportunities for children, youths, and adults in rural areas.

And lastly, I predict a growing wave of interest in rural education in all segments of our country. The fact of migration of youths from rural areas to urban centers has already been indicated. Urban centers



clearly profit from fine educational programs in rural areas or suffer from inadequacy of educational opportunities in these areas. You cannot isolate ignorance. The social costs of inadequate educational opportunities are borne eventually by all the people and not those in the districts and states with limited finances. *The Chicago Tribune* reported the problems the city of Chicago faced when the large number of people from the less fortunate areas of Kentucky came to live in that city. The very mobility of our nation and the deep roots of the social ills that beset our communities demand this growing wave of interest in rural education.

More could be said, but time waits for no man nor does any conference depend upon one person to solve all issues. One thing remains certain. It has been said that we live in a period when over 100,000 Stone Age years are surpassed in a single year and the great accomplishments of the century are eclipsed by those of the last decade. Under such dynamic conditions annual conferences on rural education such as this one will never run out of challenges and problems.

# My Father—Teacher

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It is easy to overlook the fact that history is made of people. When one studies the trends that have characterized American education since 1890, for example, he finds it easy to accept the fact that school terms have become longer, salaries have improved, and teaching loads have become more reasonable. However, these concepts assume their true meaning only as they are seen in the life of an individual teacher.

With this viewpoint in mind, the author has recently compiled some information regarding the teaching career of his father, S. F. Adams, who began his teaching career in 1895 and ended it in 1935. Thus, he was a participant in some of the most significant developments in America's educational history.

This teaching career was limited geographically to two counties in north-central Mississippi, Webster and Calhoun. These are typical hill counties consisting mainly of small farms. The district school, with local support and board-of-trustee control, was the standard type throughout most of the 1895-1935 period.

In 1895, with a high school education and a teacher's certificate (earned by taking the teacher's examination) he was offered the school at Concord, in western Webster county. This school had an enrollment of 26, and the pay was \$22 per month for a 4-month term. The school was ungraded, but the subjects taught were: Spelling, Reading, Geography, Arithmetic, Grammar, and United States History.

In 1896, he went to Peeples School, where the enrollment was 43. According to the standard contract then used in Webster county, this should have qualified him for a higher salary, but with school support coming largely from the local district, salaries were notably unstable. For the 4-month term, he drew the following checks: \$20, \$21.50, \$23, \$23, for an "annual" salary of \$87.50. For obvious reasons, he farmed during the summer months.

The fall of 1897 found him teaching at Long Branch School, where

the enrollment was 27. He taught the usual subjects plus a newcomer—Mental Arithmetic. His contract salary was \$22 per month, and district funds were adequate to pay this for the first three months. However, the trustees ran short, so his pay for the fourth month was \$15.

In 1898, he went to Shady Grove School. (The number of schools bearing this title, nation-wide, would reach an astronomical number.) The enrollment was 52, and his pay checks were for \$24, \$25, \$28, \$25. At the end of that year a most unusual thing happened: he was re-elected. There was a custom that teachers would change schools each year regardless of the quality of their work. During the second year at Shady Grove, he tried to cope with 66 students, and his checks were \$24, \$25, \$25, and \$26.

Thus at the end of five years in the “profession,” my father’s largest check for a single month had been \$28. His largest total salary for a school year was \$102.

In the fall of 1900, he went to Union Grove School, and for the first time in his career, he had an “assistant.” Together they taught 78 students. The term still four months, and his total salary was \$93.

In 1901, he went to Montevista School, near the north border of Webster county. At this school he taught 74 students in an ungraded school. This represented an outstanding investment of tax money, as his pay checks were for \$28, \$28, \$28, and \$30 for a total of \$114. In short, he was paid \$1.54 per student per year, or less than two cents per student-day.

During the following two years he taught at Starnes School, with an enrollment of about 50 students. There were two noteworthy features of the 1903-04 term: (1) for the first time in his career, he taught a 5-month term and (2) for the second time in his career, he got paid the same amount each school month. His monthly check was \$32, for an annual salary of \$160. Such prosperity was not to be enjoyed alone, so he got married during the term.

The next school he taught was at Long Branch (1904-05), where there was an enrollment of 50 students. The term was five months long, and the pay was \$32 for each of the first four months. However, money ran low, so the last check was for \$28.80.

There followed an unprecedented three-year tenure in the same school. He returned to Montevista, where he worked from 1905 to 1908.

He had an assistant each year, and the enrollment increased during this interval from 100 to 121. While two teachers for 121 students is a high ratio, it should be remembered that in 1901, he handled 74 single-handedly. Another innovation was that all three terms were for six months. The average annual salary was about \$250, with some month-to-month variation each term.

The salaries cited earlier indicate that my father was truly a dedicated teacher. However, family responsibilities were such that in 1908, he left the teaching profession and accepted an appointment as a rural mail carrier. He continued in this work until 1920, when he resigned and returned to teaching.

He resumed teaching in the school which he had left 12 years earlier, Montevista. Some notable changes had occurred during the interim. Whereas in 1907 there had been two teachers for 121 students, there were now three teachers for 108 students. Also, his monthly salary was approximately twice as great as in 1908, and he resumed his teaching career at \$90 per month. But improved salaries and reduced teaching loads had an undersirable side effect: the school which had gone to a 6-month term in 1905 was back to a five-month term by 1920. He stayed at Montevista for three terms, with his annual salary in the \$400-\$500 range.

In 1923 a long-held interest in politics took on new life, and he ran for the post of county Tax Assessor in Webster county. His political career was short-lived, as he was defeated. He then accepted the post as principal for a newly-consolidated school in Calhoun county. This was an early test in consolidation, and it worked out well. Two schools, Hardin and Hopewell, were consolidated to form a three-teacher, later four teacher, school. The new school house was placed equidistant from the two original schools, despite the fact that no student, indeed, no person, lived within half a mile of it.

He enjoyed the longest tenure of his career at this school—four years. Records are not available, but indirect evidence indicates that the terms were 6 months long. His peak salary was \$100 a month. He also had the privilege of introducing his two eldest children to the profession during this time.

Returning to Webster county in the fall of 1927, he became principal of a consolidated school called Center, where five teachers taught 147



students in 11 grades. His salary was \$100 a month. However, the district was in a financial pinch, and the records indicate a four-month term. Such situations pointed up the need for a county-wide program of school support, and such a plan was adopted. Consequently, his second year at Center (1928-29) gave him his first experience in a 7-month term. His salary was \$85 per month. Also, he initiated his third child into teaching during this time.

Low salaries and family responsibilities made it virtually impossible for my father to go to college. Yet college training was being given greater and greater emphasis. Consequently, for the only year in his long career, he served in 1929-30 as a classroom teacher. Oddly enough, his principal during this year at Cumberland School was his eldest son. His salary here was the highest of his career—\$90 per month for an 8-month term.

A long-planned retirement kept my father out of teaching for the year 1930-31. However, the following year found him teaching, for the fourth time in his career, at Montevista. This school was down to 36 students and two teachers by then. The impact of the depression is graphically illustrated in that his monthly pay checks during the 1931-32 term were for \$70 per month for 4 months, then dropped to \$35 for the remaining three months. The following year this school had an 8-month term, and his salary was \$45 per month. However, it should be mentioned that these figures were merely promises to pay. For well over a year, he didn't actually draw a single dollar in salary. Definitely, these were not the "good ole days."

Returning to Calhoun county, he taught two terms (1933-35) at Bentley, where there was a two-teacher grade school. Enrollment records are not available, but each year he drew \$45 per month for an 8-month term. In the spring of 1935, ill health terminated a teaching career which had been initiated 40 years earlier.

Trends? They were there, but they usually evolved by a back-and-forth operation which can be discerned only as they are seen in the career of an individual teacher. For example, this teacher had a higher *monthly* salary in 1905 than he had in 1932. Yet his annual salary increased from a low of \$81 per year in 1897 to a high of \$720 per year in 1929. As to length of term, he had a 6-month term in 1905 and a 4-month term in 1928. Yet he saw the standard term change

from four months (1895-1903) to eight months (1929). The only area in which relatively smooth progress is noted was that of teacher load. The discovery that schools could have more than one teacher was a major development, and only once did he have to work unassisted with 74 students, (1901).

A great many educational changes were packed into my father's forty-year span of active participation. Sometimes progress was negative; always it was discouragingly slow. Yet those who knew him best, his own family, saw teaching as he saw it. He lived to see all five of his children actively engaged in the profession of teaching.

# **Leadership in Elementary School Administration and Supervision**

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## **AN OUTSTANDING 1958 PUBLICATION**

In clear, practical terminology this text provides the student of school administration or the practicing principal with an understanding of true leadership, and guides him toward the development of the competencies demanded by the elementary school administrator's position. With strong emphasis on the principal's complementary roles of administrator and supervisor, the authors examine the areas of administrative behavior which are essential to the effective performance of the principal's duties, and the areas of supervision with which the elementary school principal must be familiar in order to become a competent educational leader.

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# Educational Growth—Can We Improve Its Measurement and Quality?

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Man's desire to measure and to create units of measurement has been and still is a challenge to his ingenuity. Time, distance, weights and speed readily yield to specific units and have thereby contributed liberally to his ability to communicate with his fellow man and master his material world. Even though we are constantly adding new units of precise measurement and finding more accurate ways whereby these units may be determined, we have little difficulty in agreeing on their values. Basically, these measurable units have materially aided man to achieve his present status in his material environment.

## *Problems Relating to Growth Measurement.*

Comparatively speaking, some other areas of measurement have yielded readily to measurement. Growth, if in terms of weight or height, can be measured. For most organisms we have the means whereby the size and the growth increment can be determined, even the viruses. Although these submicroscopic organisms have long defied identification and measurement, they have finally yielded to man's ingenuity. The area of growth which has undoubtedly presented the greatest challenge to a measuring device has been man himself. True, we can measure his physical being in terms of pounds, inches and years but that constitutes only a portion of his growth. We are also concerned with his mental, social and spiritual growth and how this growth may be aided. Sincere efforts have been put forth to define and measure units of growth in the above mentioned areas with some measure of success; nevertheless, we have merely scratched the surface when we compare these units of measurement with those of the material world.

As educators we are engaged in a profession which calls for growth in these important but less tangible phases of human development. The quality of our end product, tomorrow's voting citizen, will depend

on our husbandry. Naturally, we would like to have a yardstick which would enable us to measure our rate of progress as we move along, but such a yardstick has yet to be devised. Perhaps in the light of the present school population we should educate in the assembly line fashion—the educable separated from the uneducable, and the educable would receive unit by unit the parts necessary to make the finished product. After a test run the assemblage is ready to face the world's problems. While such an educational program may have much to offer in terms of economy, it is not desirable. Physical, mental, social and spiritual growth defies regimentation, and regimentation would be necessary under such a program. Unfortunately for such a plan the human organism is very individualistic and must be treated accordingly. While we have recognizable growth patterns, we should not expect the individual to conform to the pattern—rather the pattern should conform to the individual.

### *Can We Make Learning More Enjoyable?*

When we think of education, we usually think of training the mind. How we do it is a matter of vital concern to all educators. Some say, “learning should be a pleasant experience” while others maintain that such would be unrealistic, very idealistic and completely unattainable. True, the possibilities of enjoyment in learning are remote if we are insistent that a certain body of knowledge be covered without regard to the degree of meaning the facts have to the learner. However, if we think of our job as one which calls for our evaluation of individual abilities and we try to challenge the ability and interest in every learner in each and every endeavor, the learning process becomes pleasanter with each new experience. Nothing succeeds like success and the feeling of success is like a shot in the arm in terms of future challenges. Failure, on the other hand, especially a succession of them, would in many instances act as a sedative, lulling mental activity to a deep sleep that defies awakening. As teachers we should frequently redefine the word educate. *Educere* means *ex*—out plus *ducere*—lead. In other words we should often be reminded that to educate means to lead out or guide the learner. When we compliment ourselves that we are teachers or educators; when we simply *tell* and insist on the retention of what we tell or what the book says, we have



forgotten the meaning of the word which identifies our profession.

*Pupil and Teacher Should Cooperate in Evaluating the Learning Process.*

As educators we are naturally interested in our own success as determined by the rate of mental and social growth of our pupils. This problem poses these questions: How shall this growth be determined? By what basis may we evaluate progress? Is evaluation solely a teacher's responsibility? To what extent should a pupil evaluate himself? By what media may the pupil evaluate his own progress? All of these questions either contain the word progress or that progress is implied. If the teacher habituates the pupil to a program of self-evaluation with a feeling of growth accompanying each appraisal, he is truly an educator. If the material presented is challenging and comprehensible it is very unlikely that such a pupil will stagnate mentally when he or she is on his or her own, even though they are below average in academic ability.

At a recent conference of the National Science Teacher's Association, concern about evaluation was expressed in a number of instances, especially in the symposia following the address. The fact that disagreement was evident, especially at the end of the meeting, might be discouraging to some but to others it can be interpreted as encouraging. Whenever we engage in passive lip service to our efforts, we are flirting with educational regression. Disagreement too, may contribute to the same state, if the differences are not later explored and studied.

*Do We Want Academic Quantity at the Expense of Quality?*

Progress in any profession calls for on-the-job research. New ideas about pupil growth, methods of evaluation and methods of presentation should come from the teachers themselves. In far too many instances, the teacher receives a new idea with luke-warm enthusiasm because it emanated from one whose experiences do not parallel his or her own. In addition, the classroom teacher insists that he is too far behind or has a schedule already so overcrowded that he cannot possibly do any experimentation. Here again, we see some of the problems that each and every educator faces. Academically speaking, is it quantity or quality of learning that we want? Are teachers expected to cover

the entire waterfront in each particular subject, so that upon graduation the student feels that his learning days are over?

For those who adhere to the encyclopediac viewpoint and continue to insist that the accumulation of facts for fact's sake is education, we should point out this important consideration—the body of knowledge in the various subject matter fields is growing like a rolling snowball and it threatens to bury us unless we can stand aside and direct it. To carry the analogy further, the individual should not be interested in big snowballs for the sake of size but in snow-man creations he can make with the material available. As teachers and educators we have reached the point where we must do some screening of factual material and think in terms of its use in developing growing, thinking citizens for tomorrow.

### *Scientific Problem Solving and Its Educational Potentialities.*

Science may be used to illustrate this point. We are aware that the body of scientific facts leaves many of us more or less bewildered, even in a specialized field. This growth has come about not by simple accumulation of facts but by the mastery of a procedure whereby already existing scientific facts are used to explore the unknown. This procedure we refer to as the scientific method and it can be employed by any curious individual with a scientific attitude. He not only can re-check that which is known, but he can add a facet of new information here and there. The scientist, as we label one who creates new bits of scientific knowledge, claims no monopoly on the procedure or the attitude. He would be the first to say it is an orderly way to approach a problem and solve it. To master the procedure or attitude does not depend on the accumulation of discrete facts for the sake of facts themselves so that the right word or words appear on the examination paper. Rather it is a logical way to solve problems whereby certain factual information which is already known or collected at the time is applied to the question and a satisfying conclusion is reached. Whether the conclusion is absolutely correct is not as important as the practice in a logical approach to problem solving. With further practice and guidance the student will increase his or her skill and will soon be habituated by the attitude and the method to the extent that this approach will be automatically applied to all his or her problems.

We can't help but anticipate what this training will do in reducing gullibility and in producing wiser consumers and voters.

*Suggested Changes to Make the Scientific Method More Functional.*

Training in the scientific method and attitude calls for certain changes in our school program: first, emphasis should be placed on the child's growth in the mastery of the method as a tool to individual achievement. This growth should be on a person to person basis and should be evaluated by both teacher and pupil. Second, to attain skill in self-appraisal the children should proceed at their pace. It should not be at an adult pace imposed upon them merely to cover a certain amount of material in a given time. Third, children need the opportunity to create, to handle equipment and carry out experiments of their own devising as well as those which are recommended. The teacher should further stimulate and guide their curiosity and aid them to make scientific conclusions on the basis of what they observed and the information they obtained from various source materials. Last, and most important, to develop the scientific attitude and method, the teachers work load must be reduced so that individual attention can be given. It is very discouraging to the conscientious, qualified teacher constantly to be under pressure because of overcrowded classrooms, double sessions, clerical responsibilities, extra-curricular duties and participation in community affairs. While it is recognized that certain additional responsibilities are expected of the teacher, these extras should never be at the expense of the child's educational growth.

The tremendous growth of our school population and the uncertain status of the world situation is of vital concern to everybody, not just educators and statesmen. To retain our leadership in the free world we must set a pattern showing other nations how our schools contribute to this freedom. We have reason to be proud of our schools, but we dare not become complacent and satisfied; there is much room for improvement. Let it not be said of our educational system that the *good* turned out to be the enemy of the *best*, and to have the best, teachers and parents must cooperate in their efforts to evaluate and contribute to the well being of the whole child.

*Worth of the Examination as an Evaluative Device.*

Training the mind is too often thought of in terms of ability to recall

facts as determined by a measuring device called an examination. The examination is formulated, administered and corrected by one who is more or less well versed in that particular subject. The success of the student is determined by the extent of recall or the ability to use what he has learned to solve the problem presented to him. All levels of ability are compelled to cope with the same abstractions and the measure of success is determined by the quantity and quality of the answers. To these differentiations we affix grades much as we would inches in a linear differentiation. When we examine the responses we find a certain number who measure up to our expectations, while others almost defy measurement. Unfortunately, we justify our failures in terms of lack of effort or lack of ability on the part of the learner and dismiss the problem with such rationalization. Before proceeding further, we should ask ourselves the question—does the examination really measure intellectual growth? In far too many instances it does not. Recognition of abilities and interests is ignored and the victims are compelled to compete with classmates whose abilities far exceed their own. By the same token, there are also those whose abilities so far exceed the expectations of the instructor that they continue through their school days practically unchallenged. For one with limited ability coping with others out of his class is very discouraging. He feels like the scrub fullback forced to play with varsity team-mates—his failures become more conspicuous with each play. It should be a matter of serious concern for every teacher why the examination seems to have an aura of dread and apprehension on the part of the student to the extent that some students are tempted to sell their integrity for a grade. Examinations should be looked upon by the student as an opportunity to test himself, not as a device which serves to label him with first class, second class, or third class stereotypes. He takes the grade as an evaluation of himself and not merely of what he produces. To him an average or low grade signifies lack of approval from the teacher. A number of reasons can be given for this status; First, too much emphasis is placed on it as an evaluative device. Other means of student growth and accomplishment should make the student aware that day to day preparedness and participation is recognized and rewarded. Second, constant reference to it as a threat to induce study, as if it were an important end in itself, makes it an ordeal to some. Third, the questions may only



challenge their ability to recall and not to think. If so, the facts memorized may be simply a clutter of inert words or phrases and the student has felt no challenge of their meaning or application. Finally, the student often lacks training in how to take an examination, i.e. how to read and appraise the question, how to organize his thinking so there is a logical sequence of presentation. Time spent in demonstrating how to prepare for an examination, how to analyze the question and present a well organized and complete answer is important. Finally, how to correct or relearn concepts incorrectly interpreted, can make an examination an instrument of inestimable educative value.

To condemn the examination because of its misuse would be a serious error. When we think of its many uses as a screening device to determine fitness for a responsible position or as a challenge to our comprehension in a certain academic area there is no substitute. The person being examined is mature and accepts failure as a lack of fitness in that particular area. Failure under these circumstances certainly would not leave the defeatist attitude that so often accompanies the child that constantly fails in elementary and high school subjects.

### *Society's Challenge to Teachers.*

Periodically, it is appropriate for our schools to take an inventory of themselves. What is their function and responsibility to society? What is expected of teachers in fulfilling this responsibility? Briefly, society expects our schools to improve the quantitative and qualitative thinking of its members. It should challenge those with superior ability so they do not slump into mediocrity and become lost in the crowd. It expects the schools, through its teachers, to supply the individual counseling and guidance that every child needs to grow physically, mentally, and socially well adjusted. It expects us to guide children make wiser personal choices and do better those things which are normally a part of everyday living. For the child to take his place in society he or she must have a feeling of worthwhileness which must emanate from the realization that his efforts are recognized and that his accomplishments are worth-while.

# Storm Warnings in Michigan: Student Teaching

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The urgency of meeting the problems of student teaching squarely today is the result of years of apparent apathy. Teacher training institutions have neglected to unite in an effort to secure improved professional laboratory experiences for all of the future teachers of our state. The problems to be outlined here are by no means new, but the rapid expansion of teacher training has given them new meaning. The writer makes no pretense of having all the answers condensed into a neat package for there are multiple factors involved in each situation.

## *What Are The Problems?*

Vexing every teacher training institution today is the staggering enrollment increase. This increase, though very desirable, is forcing the rapid expansion of laboratory facilities for student teaching. Teacher training institutions, looking ahead to at least ten more years of mounting numbers, are reaching out to the public schools to fulfill their needs.

Nearly all teacher training institutions have established highly desirable criteria for the selection of public schools as training sites. In reality very little selection is possible and even less is likely in the future. Every public school sizeable enough to be used either singly or in combination with others will be under contract to at least one teacher training institution. The selection of cooperating teachers is equally as difficult because of the demand for numbers. In many cases teachers who are temperamentally unfit and who have less than the desirable amount of professional training are employed.

When this situation exists there is the constant danger of over-crowding the facilities. The assignment of more than one student teacher to a classroom during any given period can not be considered most profitable to the student teachers involved. There is a point of saturation

for the public school system. This point of saturation is quite visible when it is exceeded. Attitudes of public school pupils, teachers, administrators, and the community deteriorate rapidly to a point where an adequate professional experience for student teachers is impossible to attain.

The usability of a public school system for teacher training is limited by several factors. One of these is the size of the system or group of systems to be utilized. It is considered advisable to have a resident college supervisor when a number of students are living and working in a given community, therefore, the center must have situations enough available for student teachers to warrant the employment of a full-time supervisor by the teacher training institution. The public school should also have no more than an average turn-over in faculty from year to year. This is indicative not only of a stable system, but is very important to the proper maintenance of a core of experienced cooperating teachers. In addition, if a system is to be used in teacher training the faculty should have a desire to secure advanced professional training.

Competition between teacher training institutions for public school facilities can result in a weakening of all programs. The race is apparently on, with all teacher training institutions bidding for public school services. This bidding is not necessarily one dealing with dollars, although it may be; it is usually a battle of contrasting programs, finance, and supervision. Cooperating teachers are paid amounts varying from zero to fifty dollars for similar services by different training institutions. If more than one training institution is using the same public school the financial issue can cause dissention. The prestige of our teacher training institutions is not being strengthened with this type of public relations. There is still another danger in cut-throat competition and that is the possibility of a small group of institutions monopolizing the facilities of the desirable teacher training sites. Some good training programs are seriously handicapped when rejected by public schools that are cooperating with other institutions.

The problems confronting the public schools involved in teacher training programs are no less than those of the colleges. While the importance of teacher training is realized, the public school exists to provide instruction to the children of its district and any deterrent can

not be permitted. Cooperating with teacher training institutions and continuing a quality instructional program for boys and girls can be a problem. Maintaining high morale among faculty, pupils, and community is not easy where schools are over-crowded with student teachers or when more than one teacher training program is operating, one in contrast to the other. Whether one or more institutions are using a public school the administration must be concerned about the effect of teacher selection upon the whole faculty. Selection may arouse jealousy, yet selection is necessary, for improper handling of student teachers by cooperating teachers may permit the building of pupil attitudes which make an unhealthy contribution to the school program.

The administration of the public school must resolve the problem of how many student teaching situations can be provided in the school without detrimental effect. Frequently there is pressure from colleges to increase this number to a questionable point.

If the public school is not large enough to accommodate more than one teacher training program, what criteria should be used to determine with which college they wish to cooperate in the training of teachers? There are four obvious possibilities: (1) by monetary gains, (2) by the total college or university services accompanying the program, (3) by the service area of the college or university, and (4) by first come, first serve.

In trying to enumerate the problems of the public schools in teacher training it is difficult to draw the line between those resulting from normal public school activities and those of the student teaching program. One can quite easily see that what is good or bad for the public school is likewise good or bad for the program of the teacher training institution.

Finance becomes a problem only for those teacher training institutions that directly pay for the services of the public school and its teachers. The institutions that pay must answer these questions. Should the cooperating teachers be paid for their service? If they are to be paid, how much should cooperating teachers receive? Should all of the teachers in a public school system receive some kind of remuneration for their contributions to the program? How much should be paid for administrative services? If a total sum is to be paid directly to the school system who is to decide how it is to be spent? What re-



muneration, other than cash, can the teacher training institution offer for public school services? These questions are all important and will be asked by the participants in the program if the answers are not clearly stated, accepted and publicized. A number of schools that pay nothing to the public schools for services in student teaching have very successful programs. Does this mean other institutions are wasting their money?

There has been some talk of a state-wide agreement between teacher training institutions concerning common policies of teacher training in the public schools. In a survey of state supported teacher training institutions in Michigan it was found that the smaller schools favored such an agreement while the larger schools looked on it with disapproval. This seems to indicate that larger schools feel their present position in dealing with the public schools is advantageous and they are not interested in an agreement which would bind them to conformity.

The problems that have posed, though quite common and of long duration, are not insurmountable. Possible approaches of these problems are many, but a combination of experience and a survey of the literature in the field of off-campus student teaching seems to indicate much common ground.

### *How Do We Approach These Problems?*

The lack of opportunities for selection of public school systems as sites for teacher training programs means inferior situations must be made into better ones. How can this be accomplished? Start with the encouragement of higher teacher standards. Provide resource people and teachers for in-service training programs. One of the courses offered in the training center should be the Supervision of Student Teaching. Some free tuition courses for cooperating teachers during summer sessions or by extension may be offered. Being accepted as an associate member of the college faculty with certain specified privileges is also an inspiration for teachers. These contributions to the local school system, together with any other services the college may render will improve the laboratory facility.

Another important aspect which can raise the level of the student teaching program is the judicious employment of a college supervisor.

The experience, training, and nature of this individual must be surveyed carefully. The general qualifications which would seem to fit one for this position are: (1) he must be strong in human relations, (2) he must have had experience as a classroom teacher working with student teachers, and (3) he must have advanced professional training beyond the master's degree designed to fit him for the job. The college supervisor can be the most influential single force in the success of the student teaching program.

Over crowding of the public schools with college and university student teachers can only be controlled by the establishment of specific criteria which, when applied to a particular center, will help determine a safe number. Research is needed in this area to determine the criteria. Current thinking seems to favor assignment of only one student teacher at a time to any cooperating teacher when full-time student teaching is being done. At least one term during the year every public school teacher should have no teacher training assignment. These basic rules are followed in many systems, but have not been scientifically established as sound.

The approach to the problem of the kind of competition which is harmful to teacher training programs lies in cooperation. The principal objective of all teacher training programs is to provide better instruction for the boys and girls of our country, therefore, it should not be considered a dilution of programs to join forces on the conflicting issues of student teaching. No one wants a state-wide shackle, but state-wide planning would benefit all programs. It appears that public opinion is going to force state-wide planning, therefore, why not let it be initiated at the teacher training institution level.

Successful student teaching programs are born in communities where an attitude of acceptance prevails. A community which recognizes its responsibility in teacher training provides the best possible climate for professional laboratory experiences. The Marshall Plan, pioneered by Dr. Troy Stearns of Michigan State University, is a prime example of the value of community contributions to a resident student teaching program. A community planning for and helping student teachers soon comes to realize that by supporting this program it is helping itself. Better student teaching means better teaching.

The answer to the problems of providing good laboratory situa-

tions is not money alone. Several teacher training institutions in Michigan have been operating off-campus programs successfully for many years with no cash payment to school or teachers. Public schools have for the most part recognized the mutual benefits of the student teaching program. This recognition plus a feeling that the teaching profession has some definite responsibility for training future teachers should make cash payments for this service unnecessary. Somehow a regression of this feeling has been allowed and today teacher training institutions are being turned away from the public schools if they are not willing or able to pay the market price. Today the system of cash payments to the public schools is a precedent which will probably become permanent. Distribution of moneys then becomes the problem to solve. Presently there are as many plans of distribution as there are teacher training institutions. The principle being accepted by more and more institutions is one of distribution for general good, that is, the payment of a lump sum to the public school system, rather than to individual teachers. This money is then used to benefit the complete school program and the entire school faculty. When the support of all the teachers in a public school is so essential to the teacher training program it seems unwise to offer the entire payment to cooperating teachers. A portion of the payment made to some school systems is earmarked for use in financing in-service education projects, workshop expenses, and Association for Student Teaching membership fees. In these cases the over-all public school program is improved and therefore becomes a better laboratory for professional experiences in teacher training.

### *What About The Future?*

In conclusion, a little crystal ball gazing might be interesting. There are many evident indications that the high public interest in education and the desire for more and better teachers will continue to increase. The complexity of society and the continuing tensions between countries with conflicting political philosophies will require the United States and other free nations to maintain high educational standards. It is hard to name any organized group in the United States that has not spent time and money on problems of public education. The teaching profession itself is more seriously studying problems of teacher standards. Legislatures throughout the country are appropriating more money

for public education. To teacher training institutions, this means all eyes are upon them. Much of the criticism leveled at education hurts, but it is proof of a high interest that has never before existed. There is every reason to believe that this interest will grow and teaching will gain the prominence deserved.

Teacher training institutions will develop through understanding and planning together. Organizations to foster this development are already in existence, notably the Association for Student Teaching. By working through this organization teacher training institutions will not feel that they are being pressured into conformity. The development of goals so important that institutional differences become minor will result in quality laboratory experiences for all potential teachers.

The challenge is left with the teacher training institutions. Will they rise to the occasion or will the public schools, legislature, department of public instruction, or some other vitally concerned group be forced to organize to improve off-campus situations?





## An Introduction to Education in American Society

by **RAYMOND E. CALLAHAN**  
*Washington University*

### *Interesting Representative Adoptions*

Agnes Scott College	Lewis and Clark College
Antioch College	Marycrest College
Armstrong College	Mississippi Southern College
Asbury College	New Jersey State Teachers College, Newark
Ball State Teachers College	New York University
Bates College	Northern Illinois State Teachers College
Beloit College	Portland State College
Bethune-Cookman College	Queens College
Boston College	Roosevelt University
Brigham Young University	Rutgers College of South Jersey
Brooklyn College	Rutgers University
Brown University	Skidmore College
Carleton College	State University of Iowa
Chico State College	Syracuse University
Coe College	Teachers College at Plattsburgh
College for Teachers at Albany	Teachers College of Connecticut
College for Teachers at Buffalo	Temple University
College of the City of New York	Texas Christian University
College of Puget Sound	Tufts University
College of the Pacific	University of Chicago
Duke University	University of Cincinnati
Earlham College	University of Colorado
Eastern Michigan College	University of Connecticut
Emory and Henry College	University of Miami
Fisk University	University of Rhode Island
Fitchburg State Teachers College	University of Tulsa
Franklin and Marshall College	University of Virginia
Friends University	Virginia Union University
Georgia Teachers College	Washburn University of Topeka
Harvard University	Washington University
Henderson State Teachers College	Western Michigan College
Hofstra College	Western Washington College of Education
Kent State University	Wilkes College
King College	Willamette University

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## PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for ■ Teacher's Library

JANUARY, 1958

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### Children's Literature

ADELSON, LEONE. *All Ready for School*. McKay, 1957. unp. \$2.75.

Patty goes to school and is happy. All her animal friends try to persuade her to come back home. She is all ready for school, however, and tells her friend to come by for her tomorrow and they'll go back to school together. This is a good book to develop school readiness in very young children.

ALESSIOS, ALISON J. *The Singing Shoemaker*. Scribner, 1957. 132p. \$2.50.

Manolis was a Greek story teller, and a shoe maker to earn his living. When he thought the folks in his town needed new stories, he went traveling to find them. He did not stop at the best hotels, but he found his stories. Children 8 to 12 years old will enjoy his travels.

ANDERSON, BETTY BAXTER. *Alabama Raider*. Winston, 1957. 115p. \$2.75.

A true story of the Confederate raider, Alabama. The eyes of Tim Moore, Midshipman, see just the right things to interest children 9 to 12.

ANTHONY, EDWARD. *Oddity Land*. Doubleday, 1957. 64p. \$2.50.

Rarely refreshing is this book of non-sense rhymes and delightfully diverting drawings. What child would not welcome

a trip to Oddity Land where live a poodle who loves to doodle, a vulture who's gone in for culture, and a giraffe who is less than half the size that he ought to be (he got that way from eating shortening bread).

ASHTON, BLAIR. *Deeds of Darkness*. Little, 1957. 313p. \$3.95.

The bored gentleman of fashion and the dashing, audacious highwayman combined in one person. The setting is early 18th century England. There is a blending of violence, intrigue, beneficence and romance. For high school children.

ATKINSON, LAURA. *The Horny-Toad Kite*. Steck, 1957. 30p. \$1.50.

All the children at school made fancy kites, but Dario made the cutest and the smallest; just like a horned toad. Then a dreadful thing happened. It got caught in a telephone wire. Finally some sparrows got the string untangled, and Dario was happy again.

AUSTIN, MARGOT. *Archie Angel*. Dutton, 1957. 45p. \$2.50.

Archie Angel was his name, but he was a bad little boy that did not want to have any manners at the table or keep clean. Then he got his wish and lived with the children without any manners. How glad he was to get back home where there were manners. Ages 4 to 7.

AVERY, KAY. *All For a Ghost*. Crowell, 1957. 149p. \$2.50.

Another "all for" story, and about Tom. There is a ghost in the story, but the "all for" is for youngsters learning to get along with each other. For children in the intermediate grades.

BACON, PEGGY. *The Good American Witch*. Watts, 1957. 222p. \$2.95.

Peggy Bacon's book about the "Good American Witch" and the two children to whom she is most important is one which includes all of the traditional elements of fairy tales and fantasy. But it is always an American fantasy, and it is built around a modern, funny, wise and completely believable magic. The magic of *The Good American Witch* is the magic that is in the heart of America; it is the magic that says that any child who wishes for something will have his wish, first, if he believes in it with all his heart and soul, and second if he then works hard to make his wish come true.

BAKER, MARGARET JOYCE. *Anna Sewell and Black Beauty*. Longmans, 1957. 95p. \$2.50.

*Black Beauty* has been read and loved for many years and now Margaret Baker tells us how the author came to write it. This brief biographical sketch of Anna Sewell is interestingly written. The bibliography which is included will be welcomed by students of children's literature.

BAKER, MARGARET JOYCE. *The Bright High Flyer*. Longmans, 1957. 113p. \$2.50.

The Bennetts had a horrible time at the caravan camp, and then went to the Merit farm. The old "Bright High Flyer" coach and lots of other things help solve a mystery, and help Peggy Joyce Merit, who has a "polio" arm. Ages 8 to 12.

BANNON, LAURA MAY. *Nemo Meets the Emperor*. Whitman, 1957. 45p. \$2.75.

Nemo, an Ethiopian boy, wants above all other things to be able to speak to the Emperor of Ethiopia in his palace. How this gay lively boy achieves his dream through planning and some good luck is the theme of this charmingly written story. The illustrations interpret the mood of the book admirably.

BANNON, LAURA MAY. *The Tide Won't Wait*. Whitman, 1957. unp. \$2.75.

This is another of author-artist Laura Bannon's regional books based on first-hand experience. The setting is Nova Scotia where a unique type of fishing is made possible by the tremendous tides of Fundy. Nets are set on tall poles, far from shore. A thirty-foot tide brings in the fish and recedes to leave them hanging high and dry by their gills. Story and illustrations combine to make this a book boys and girls will find interesting and informative.

BARKER, MELVIN. *The Different Twins*. Lippincott, 1957. unp. \$2.50.

Joey and Johnny were twins, and looked alike. They did not always think or act alike, and they were delighted when they started to school and there folks knew they were different. The pictures in three colors help make this a wonderful book for young children.

BARR, JENE. *Good Morning, Teacher*. Whitman, 1957. unp. \$1.25.

A typical school day is described in this simple, easy-to-read, book which can be easily read by first or second grade children.

BARRIE, SIR JAMES MATTHEW. *Peter Pan*; edited by Josette Frank. Random, 1957. 64p. \$2.95.

This picture book "Peter Pan" is an abridged edition of *Peter Pan and Wendy*, edited and especially designed by Josette Frank for younger children in the "read-along-a-story" age. Very attractively illustrated in color by Marjorie Torrey.

BATES, ESTHER WILLARD. *Marilda and the Witness Tree*. McKay, 1957. 180p. \$3.00.

Marilda was an orphan, and the Andersons took care of her house for her. She and Olga Anderson had a hard time becoming friends. A midnight journey on a lonely road to the witness tree finally showed Marilda what a good friend Olga really was. For the 10 to 14 year old girl.

BAUM, LYMAN FRANK. *The New Wizard of Oz*. Grossett, 1956. 209p. \$1.95.

An unabridged reprint of the original story of Dorothy and Toto's visit to a make-believe land. Carried by a tornado from Kansas to the Land of the Munchkins, Dorothy hears her only hope of returning is to seek help from the Wizard of Oz. Perilous adventures befall them on their journey to the Land of Oz, but three friends, Scarecrow, Tin Woodman, and Cowardly Lion give assistance to them. How Dorothy meets with disappointment and is helped by Glinda the Good makes an entertaining story for those who enjoy fanciful stories. The work has many black and white and color pictures. Some full-page color pictures are not synchronized with the text.

BECKER, JOHN LEONARD. *The Feathers for the Old Goose*. Pantheon, 1956. 63p. \$3.00.

Here are thirty-eight enchanting rhymes for nursery folk that carry on the tradition of the classic nursery rhyme. Verses are about animals, children, birds. Some are true, some are fantastic. Illustrations are fresh and interesting.

BEIM, JERROLD (Niel Anderson, pseud). *Freckle Face*. Crowell, 1957. 32p. \$2.50.

Ann did not like to be called "Freckle Face" and did everything she could to get rid of her freckles. Then she found that some of the most beautiful flowers are freckled, and that lots of folks like freckles. That made it better. Second and third grade children can read this themselves.

BEIM, JERROLD. *Jay's Big Job*. Morrow, 1957. 46p. \$2.50.

Jerold Beim believes that books for children should deal with things fundamental to their lives. In his latest story, Jay, who had been accustomed to doing things for himself tackled a big job to find out that sometimes a job is too big to do by yourself. This is a realistic story written by one who understands children and what they like in stories.

BELL, GINA. *Andy and Mr. Wagner*. Wilde, 1957. 30p. \$1.25.

Andy longed for a dog—a special kind, with a reddish-brown coat and a long fluffy tail, to be named Mr. Wagner. However, a little yellow dog with only a stump of a tail

fell in love with Andy and persistently followed him. Finally he wins the approval of the family and becomes Andy's own beloved Mr. Wagner. This simple story, with its clear type and harmonious pictures could be read and enjoyed by eight and nine year olds.

BELL, MARGARET ELIZABETH. *Daughter of Wolf House*. Morrow, 1957. 218p. \$2.95.

Margaret E. Bell has written some of our best novels for older girls. *Daughter of Wolf House* is one of them. Like so many of her stories this one is set in an Alaskan Indian village. This is the romantic story of Nakatla, granddaughter of the Indian chief of Wolf, and a trader's son.

BIALK, ELISA. *Tizz Plays Santa Claus*. Children's Press, 1957. 96p. \$2.50.

Tizz, a horse, is many things in this story—a donkey in the Christmas pageant, a Santa complete with beard and cap, a caroler with bells and a friend maker extraordinary. This is the third of the author's Tizz stories. Young readers can read these stories themselves.

BIANCO, PAMELA. *Toy Rose*. Lippincott, 1957. 91p. \$2.50.

Pamela Bianco, with her special feeling for toys, has told a story which mingles fantasy and realism with skill and understanding. Her pictures, with their intricate and exquisite detail, show little girls just what Toy Rose looked like.

BISHOP, CURTIS. *The Little League Way*. Steck, 1957. 159p. \$2.00.

Until the appearance of Jim Cantrell, a star Little League pitcher from a nearby town, Dave Owen had been indifferent to anything which involved a great deal of action. Through Jim, however, Dave soon came to like baseball and in spite of being slow and overweight, he resolved that he was going to learn to play. This is Dave's own story, but it is also the story of Little League baseball all over the nation.

BLACK, IRMA. *Night Cat*. Holiday, 1957. unp. \$2.25.

This book is a gay nocturne for anybody old enough to spell "cat" and young enough to watch cats endlessly with loving interest. Irma Black is a favorite author of children's pet stories.



BLAISDELL, MARY FRANCES. *Cherry Tree Children*, rev. ed. Little, 1957. 61p. \$2.50.

This story has helped a great many children learn to read. It was first published in 1912, so that not only mothers and fathers, but even the grandmothers and grandfathers of children today have read it and remembered it. Many of them have said that they wished their children could read it too. So, here it is, reissued with new illustrations.

BLANTON, CATHERINE. *The Gold Penny*. Day, 1957. 187p. \$2.95.

This is the courageous fight of twelve-year-old Benny Lee in overcoming his handicap, a crippled leg. When his family moves to Arizona, Benny discovers that mind and spirit compensate for the two strong legs he lacks. The author shows warm feeling for, and understanding of, life in the unsettled West. Young people, ages 8-12, will enjoy growing up with Benny in this heart-warming story.

BLOUGH, GLENN ORLANDO. *Who Lives in This House?* Whittlesey, 1957. 48p. \$2.50.

Nobody had lived in the little red house for years and years. Or, so the neighbors said. But the neighbors did not know. For many animal families lived there. A robin family lived upstairs, also several families of wasps. Squirrel families lived in the attic, families of honeybees lived in the wall, and a family of skunks lived under the porch. Then, too, spider families were everywhere. Dr. Blough and Mrs. Bendick show all the animals live in the house together, building their homes and feeding their young. This nature book will delight children as have many other nature books by this author-artist team.

BONNER, M. G. *The Real Book About Crime Detection*. Garden, 1957. 215p. \$1.95.

Actual cases and careful explanation of crime detection and counter espionage. It includes work of the F. B. I., and law enforcement officers in this country and of the Mounties and of Scotland Yard.

BOWEN, ROBERT SIDNEY. *Snow King: the Lippizan Horse*. Lothrop, 1957. 187p. \$3.00.

Tommy Baker and his adopted brother, Kim, a Korean boy, help discover and prevent the treachery that came to the Baker ranch with two Lippizan horses. Plenty of thrills for intermediate grade boys.

BOWMAN, JAMES CLOYD. *Mike Fink*. Little, 1957. 147p. \$3.00.

Here, set down by a master storyteller, is the truth about Mike Fink, that great hero who was King of the Mississippi before Paul Bunyan even got around to digging the river. And the truth about Mike is that stories of his hugh strength, his undaunted courage, and withal his soft heart are permanent in America, even though Mike's cherished keelboat has long since given way to paddle wheel and steam. Mr. Bowman is probably as responsible as any one man for bringing the stories of American folk heroes to young people. His *Paul Bunyan*, *John Henry* and *Pecos Bill* have been read and reread by thousands. *Mike Fink* will take its merited and rightful place among them.

BRANLEY, FRANKLIN AND E. K. VAUGHAN. *Rusty Rings a Bell*. Crowell, 1957. unpaginated. \$2.50.

A dry cell, two wires and an electric bell help Rusty have a good time and learn about electricity.

BRIGHT, ROBERT. *The Friendly Bear*. Doubleday, 1957. unpaginated. \$2.50.

This is the story about things liked—about a little boy, Matt, who likes a story, about a bear who likes honey and a wise grandpa who knows what everybody likes. Most any small child could identify himself with Matt. Lively illustrations and simple style of writing make *The Friendly Bear* appealing to young children.

BRILL, WALTER E. *The Monkey-shines of Peppo*. Vantage, 1957. 133p. \$2.75.

Peppo, the candystick monkey, has adventures to delight the hearts of primary grade children. He was made by Franz, the candymaker, but he was later involved with mice, gnomes, and a wonderful trip to candyland.

BROWN, MARCIA. *The Flying Carpet*. Scribner, 1956. unpaginated. \$3.00.

Here comes that most marvelous of all forms of transportation—the Flying Carpet! While it has been part of our language and our thinking, the story itself has been hard to find, for it is one of the “lesser” Arabian Nights, besides being long and complicated in its original form. Marcia Brown has given us a wonderful read-aloud and story-telling version, with forty-eight pages of pictures in the splendor and spirit of *The Arabian Nights*.

BRUNOFF, LAURENT DE. *Babar and the Professor*: translated by Merle Haas. Random, 1957. 40p. \$3.95.

King Babar's many friends will welcome this latest adventure of the remarkable elephant family whose adventures are never dull. Interesting and unusual things happen when the children discover a cave and explore an underground river.

BUCK, PEARL S. *My Several Worlds*. Abr. for young readers. Day, 1957. 192p. \$3.00.

One of the most widely read of all Pearl S. Buck's books is *My Several Worlds*, a "personal record" in which she wrote of her life in China and the United States. It is also one of her longest books. Now it has been abridged and edited to make a version especially intended for younger readers.

BURRESS, JOHN. *Punkin Summer*. Vanguard, 1957. 212p. \$3.00.

In this colorful, heart-warming story, John Burress reveals all a young boy's dreams and ambitions. Punkin, who was ten, his mother and father, even grandmother, who, like Punkin and Jitter, wanted to feel needed in the world—all these characters are enriched by the humor, understanding, and affection of the author. John Burress has captured, too, all the flavor of the Missouri town in which they live, and made the town and its people your neighbors. The sunshine of endless summer days, the excitement of discovering nature's secrets, and growing up—all these qualities are reflected in the wonderful time called *Punkin Summer*.

CALHOUN, MARY. *The Sweet Patootie Doll*. Morrow, 1957. unpag. \$2.75.

What kind of doll is a Sweet Patootie Doll? Why, a doll made out of a sweet potato, of course. Lucy made one on an end-of-winter day and loved her until she became a real Sweet Patootie Doll. Roger Duvoisin has illustrated the story with appropriate pictures.

CAMERON, POLLY. *The Cat Who Couldn't Purr*. Coward, 1957. unpag. \$2.25.

Such a wonderful kitten was he. He learned all the things that a cat should know, and he did wonderful things. But he couldn't purr, until he got back home and was so happy that he just had to purr, and purr, and purr.

CARLETON, BARBEE OLIVER. *The*

*Wonderful Cat of Cobbie Bean*. Winston, 1957. 24p. \$2.00.

The cat gave Cobbie the gift of happiness when he was born. Cobbie's rich cousin and his learned cousin did not approve. Of course there is magic in it; just the sort of magic that appeals to children in the lower grades. The illustrations are sort of magic too.

CARR, HARRIETT H. *Valley of Defiance*. Macmillan, 1957. 178p. \$3.00.

Against a Hudson Valley background in the year of 1843. Harriett Carr has written a taut historical novel of a boy who seeks his own way of life in the face of turbulent times.

CARROLL, GLADYS HASTY. *Sing Out the Glory*. Little, 1957. 37p. \$4.00.

The valley, nestled in the hills of Maine, was a world apart. The story of its people and how they were affected by outsiders moving in, and how they wholeblended into a part of the whole of America is told with sympathy and interpretative understanding. There is a very tender romance particularly appealing to high school young people.

CARROLL, RUTH AND LATROBE CARROL. *Tough Enough's Pony*. Oxford, 1957. 64p. \$2.75.

Another story of the entrancing Tatum family. Beannie's dog, Tough Enough, finds an injured and sick wild pony on the island where the family is visiting Great-grandpa. Nursed back to health, the way he gets home with the family will delight 7 to 10 year olds.

CARTER, KATHERINE. *The True Book of Houses*. Children's Press, 1957. 47p. \$2.00.

Attractive nonfiction for primary level children characterize the true books. Houses is a subject dealt with entertainingly and instructively. Young children will enjoy the book.

CASTOR, HENRY. *America, First World War*. Random, 1957. 182p. \$1.95.

A story of the American soldier in action with particular reference to the leadership of General Pershing. A well-conceived book of the *Landmark* series, containing a group of photographs, some illustrations, and a few simple maps.

CATHERALL, ARTHUR. *Jamboree Challenge*. Roy, 1957. 170p. \$2.50.

Here is a scouting story with a special appeal to members of jamboree troops and jamboree aspirants.

CHENEY, CORA. *The Christmas Tree Hessian*. Holt, 1957. 151p. \$2.75.

Newport, R. I., was a crowded place in 1776. The Smith's had a house full. Abel, the boy, was able to do some valuable spying for the patriots, and finally to help some of the Hessian soldiers desert from the British to the patriots. The Hessian deserters brought a Christmas tree to the Smiths. For upper grade children.

CHURCHWARD, PETER. *Adventures of Big Red the Coyote and His Family*. Vantage, 1957. 83p. \$2.00.

This story gives a remarkably sympathetic picture of a much-maligned animal and an exciting account of the ways of the furred and feathered creatures of our West.

CHUTE, MARCHETTE GAYLORD. *Around and About*. Dutton, 1957. 124p. \$2.00.

Those who know Marchette Chute's three earlier charming books of poetry for very young children, will welcome this volume in which appears the best from the previous books. Capturing the spirit of childhood, both in her rhymes and in her gay silhouettes, this well-known author presents a collection of unusual appeal. With gaiety, humor and insight she expresses the small child's thoughts and feelings . . . ranging around and about the everyday world and into the enchanting land of make-believe.

CLEARY, BEVERLY. *Henry and the Paper Route*. Morrow, 1957. 192p. \$2.75.

Beverly Cleary has given us another of her delightful stories about Henry Huggins which boys and girls will read eagerly. She writes understandingly and with delightfully sympathetic humor of the frustrations and successes involved in growing up.

CLEWES, DOROTHY. *The Runaway*. Coward, 1957. 63p. \$2.50.

In this story, Dorothy Clewes shows how children feel about leaving an old town and moving to a new one. She reveals how difficult it is for them to believe that they are not losing everything and that the new place may be as wonderful as the old. The illustrations are original and fresh. Young children will enjoy this well written story.

COLBY, CARROLL BURLEIGH. *Firing Line*. Coward, 1957. 48p. \$2.00.

A story, in picture and text, of the weapons, vehicles, rockets, and research at the

Army Proving Grounds, Aberdeen, Maryland. Interesting and informative reference material.

COLBY, CARROLL BURLEIGH. *Leatherneck*. Coward, 1957. 48p. \$2.00.

A story, in picture and text, of the training, weapons, and equipment of the United States Marine Corps. Interesting and informative reference material.

COLBY, JEAN POINDEXTER. *Jenny*. Hastings, 1957. 44p. \$2.50.

Jenny was a dog that the Clark family got at the Angell Memorial Animal Hospital in Boston. Mr. Clark said she was ten percent pointer, but no one knew what the rest of her was. The Clarks had just moved into a new home and Jenny took over the job of guarding it, running it and, especially, helping the children with their fun. She turned out to be very smart, as mongrels are apt to be, but something else too. By reading this story you will find out what a really extraordinary dog she was.

COLE, WILLIAM, ed. *Story Poems, New and Old*. World, 1957. 255p. \$3.50.

Ninety-three tall tales in verse by known and unknown poets are here for your delight. Some are salt-sea stories, some are creeping campfire thrillers, others are bloody ballads. Mermaid loves wooden saint, Boy laughs at Santa Claus. Dead highwayman holds up stage coach. Indian chief scalped. Cremated Tennessean defrosts. Enequivocally recommended to the stout-hearted, anytime but bedtime.

COLLIN, HEDWIG. *Nils, Globetrotter*. Viking, 1957. 189p. \$2.50.

Niles Hansen leaves his mother in Denmark and joins his father, an engineer, in America. He saw wonders on the way to California, on the ranch, with Indians and cowboys. The best is when mother and Bix come, and the family settles on a Maine farm in sight of the ocean. For ages 7-10.

COLMAN, HILA. *The Big Step*. Morrow, 1957. 192p. \$2.95.

In this fast-moving story, Debby Milford gains a new insight into her character, learns to make decisions, acquires two new step-sisters, finds romance, and embarks upon a career during her sixteenth summer. Well-written and suspense-filled, this book will give teenagers new light on their problems, especially in deciding on a vocation.



COTHRAN, JEAN, ed. *The Magic Calabash*. McKay, 1956. 88p. \$2.50.

*The Magic Calabash* takes up where *With a Wig, With a Wag* left off. The latter contained American folk tales only from the mainland; the new book completes the collection with a fine group from areas now also American: Alaska, Hawaii, Puerto Rico, and the Virgin Islands. The folk lore of these regions adds greatly to the American heritage because it comes from widely diverse cultures.

DOBIE, J. FRANK. *Tales of Old-Time Texas*. Little, 1955. 336p. \$5.00.

There is no state like Texas, and nobody can tell a Texas tale like J. Frank Dobie. Some of the tales in this book are about well-known characters like Bigfast Wallace, Jim Bowie, and Sam Bass. Some are about animals: about the panther's scream; about the unreconstructed Confederate rattler who could beat out "Dixie" with his tail; about Davy Crockett's bear who used to sit and smoke a pipe just like his master until bedtime. Mr. Dobie is at his entertaining best in these stories.

DOSS, HELEN. *A Brother the Size of Me*. Little, 1957. 88p. \$2.75.

Donny, the oldest of several adopted children, longed for a brother his own size to play with. Father thought they couldn't afford any more children, so Donny decided to earn some money to pay for one. After many disappointments he was finally rewarded with Richard just his size, who made twelve children in this wonderful family. This book is not apt to appeal to children. The characters are not realistic in the emotions they portray.

DOUGLAS, GILBERT. *Hardnose*. Crowell, 1957. 213p. \$2.75.

The story concerns a senior high school boy faced with the problem of what to do after graduation—the Navy or college. Two weeks camping trip in the mountains with terrifying experiences changed the pattern of Dean's life and he makes his own decision. The story is a vital one recommended for high school boys.

DOWNING, CHARLES. *Russian Tales and Legends Retold*. Oxford, 1957. 231p. \$3.50.

Prince Igor and other great figures of Russian heroic epic, together with the homelier traditional folktales and fairy stories of Russia, are retold in this seventh volume in the Oxford Myths and Legends series. The author draws his material from the many

regions of traditional Russia, from the Ukraine to eastern Siberia, and he includes tales of every type. Charles Downing has told the stories with touches of humour and with the ease of the natural storyteller.

EBERSTADT, ISABEL AND FREDRICK. *Where Did Tuffy Hide?* Little, 1957. unpag. \$2.50.

Tuffy is Nell's little dog, the disappearing-est doggy you ever saw. And he hid in the strangest places from the bread box to the big grandfather clock. Where did Tuffy hide? Can you guess? Here is a book to read and a game to play. Clues are given, the page is turned, and there you find where Tuffy hid. A most entertaining book for very young children is this one written by Ogden Nash's daughter.

ELKIN, BENJAMIN. *Six Foolish Fishermen*. Children's Press, 1957. unpag. \$2.50.

This story retold from an old folk tale is irresistibly amusing. How a small, smart boy helps six distraught, foolish fishermen count themselves will delight children. The illustrations are in tune with the delightful text.

EVANS, PAULINE RUSH, ed. *The Family Treasury of Children's Stories*. 3 vols. Doubleday, 1956. \$7.50 for set.

This is a three-volume comprehensive collection of stories and poems, designed for the whole family, from the pre-reader to the teen-ager. Selections of true imaginative quality are included which will appeal to today's children. The scope of selections ranges from old classics like *Mother Goose*, *Aesop's Fables*, *Alice in Wonderland* to present-day classics by such famous writers as A. A. Milne, Dr. Seuss, Carl Sandburg, and James Thurber. The books are imaginatively illustrated by Don Sibley, as well as by some of the original illustrators of such classics of *Winnie the Pooh* and *Millions of Cats*. For those parents and teachers who want an omnibus of high-quality literature to share with their children these books are an excellent buy.

FARJEON, ELEANOR. *The Little Bookroom*. Oxford, 1956. 314p. \$3.00.

The poetry, humor and wise understanding of Eleanor Farjeon's writing make *The Little Bookroom* a distinguished volume—one that shows a master storyteller at her best. There are twenty-seven stories in all. And whether these tales are read to children or by them, boys and girls will return to them again and again. Edward Ardizzone's black-and-white illustrations are enchanting.



FARLEY, WALTER. *The Black Stallion Mystery*. Random, 1957. 202p. \$2.00.

Another worthy book in a series of fictional horse stories. The search for a great sire supposed dead takes Alec Ramsay and his Black Stallion through intrigue and mystery just suited to children 7 to 12.

FATIO, LOUISE. *A Doll for Marie*. McGraw-Hill, 1957. unpaginated. \$2.50.

Once again Louise Fatio and Roger Duvoisin have combined their talents, this time to produce a story which every little girl will love. And in addition, they have included the very same book in a miniature size which is just right for a little girl's favorite doll to own. A perfect gift—by the author-artist team who have produced the popular Happy Lion books.

FAULKNER, NANCY. *Sword of the Winds*. Doubleday, 1957. 213p. \$2.95.

Davey lived in the days of Queen Elizabeth, and dreamed of the days of King Arthur. His dreams of the past fused with the present into adventure and a happy ending. For boys 9-13.

FELTON, HAROLD W. *Bowleg Bill; the Seagoing Cowpuncher*. Prentice-Hall, 1957. 174p. \$2.95.

Bowleg Bill, gun-toting cowpuncher from Texas, followed the herd up the trail and over the divide to salt-water. When the herd was shipped he just naturally followed them aboard ship. Then things happened that will surprise intermediate grade children.

FLOETHE, LOUISE LEE. *The Farmer and His Cows*. Scribner, 1957. unpaginated. \$2.75.

A then-and-now story about how farmers cared for cows in years gone by, and now with modern machines. Of interest to both town and country children in the lower grades.

FORSEE, AYLESA. *Too Much Dog*. Lippincott, 1957. 192p. \$3.00.

The normal life and special events of a Spanish-American family are skillful woven into this story of a boy who wanted a big dog. His father thought that would be "too much dog." Children in grades 4-6 will be delighted as was Fidel when he gets his puppy that will grow to be a big dog.

FURMAN, ABRAHAM LOEW, ed. *Teen-age Humorous Stories*. Lantern, 1957. 254p. \$2.75.

All young people enjoy truly humorous stories, especially when the stories are of humorous situations in which young people find themselves. Such stories are these. Many of them are also sports stories. The thirteen stories are by such well-liked authors as: Merritt P. Allen, B. J. Chute, and Howard M. Brier.

*Girls Book of Outdoor Life*. Roy, 1957. 144p. \$3.00.

Each article in this entirely original book has been written by a famous personality in his or her own particular sphere. All the most popular outdoor pursuits and pastimes are fully described and beautifully illustrated. The articles will have a special appeal during the summer months, but this is by no means a seasonal book, for every girl will want to have this book for her own at all times of the year.

GIRVAN, HELEN. *The Clue in the Antique Clock*. Westminster, 1957. 192p. \$2.75.

High school boys and girls will enjoy Cheryl Thorne's breath-taking experiences as she attempts to find a valuable paper in her uncle's antique clock collection.

GREENE, CARLA. *A Trip on a Plane*. Lantern, 1957. unpaginated. \$2.00.

The purpose of this book is to explain the detail of travel by plane for young readers. Beautifully illustrated with photographs, the various equipment, the function of the personnel, the activities of the passengers from the beginning of the trip to the end, is carefully described. Elementary reading. Recommended.

GREENE, CARLA. *I Want to be a Zoo-Keeper*. Children's Press, 1957. unpaginated. \$2.00.

This book, as others in the *I Want To Be* series, is designed to encourage independent reading on the level of beginners. Text is simple, sensible, and informative. Type is large. Pictures are many and gay. Consultant on this series is Paul Witty. Other *I Want To Be* titles include: Animal Doctor, Baker, Bus Driver, Coal Miner, Dairy Farmer, Fisherman, Nurse, Orange Grower, Pilot, Teacher, and Train Engineer.

GREENE, ROSWELL AND ROBERT CANDY. *Big Jack*. Houghton, 1957. 44p. \$2.50.

A fast moving account of the lives of trout, both artificially bred and those naturally bred. How Big Jack had to struggle to stay alive long enough to grow big makes an interesting story for nature minded children from about age 10 to 12.

GREGOR, ARTHUR. *Does Poppy Live Here?* Children's Press, 1957. unp. \$2.50.

"Come to my party. I live in the red house on the corner of Ninth Street," Poppy said, never guessing how much trouble Jed would have before he found her. Jed had the birthday present, and he thought he was in the right place. Children ages 6-10 will enjoy Jed's search for Poppy.

GRIMM, JAKOB LUDWIG KARL. *The Fisherman and His Wife*. Pantheon, 1957. unp. \$2.50.

The familiar fable, or parable, of the fisherman, the talking fish and the dissatisfied wife. Attractively printed with delightful illustrations by Madeleine Gekiere.

GUILLOT, RENE. *The Elephants of Sargabal*; tr. by Gwen Marsh. Criterion, 1957. 170p. \$3.25.

Ajmil, a young elephant boy, lived on the summit of the Genies' mountain in a sort of camp with other outcast children. This boy restless with the spirit of the jungle was given a prophecy by the mysterious old man. Thus Ajmil did many wonderful things. He saved a child who had been sold into slavery. He traveled to Rojpur and met the beautiful Princess Narayanna. He was able to lead the elephants of the jungle to regain the capital from its enemies and to save the life of the Princess, as well as her throne. Ajmil did these things unselfishly and without reward. Teeming with action, mystery, and excitement, this story will hold the attention of eleven to thirteen-year-olds who are interested in stories of other lands.

GUILLOT, RENE. *The 397th White Elephant*. Criterion, 1957. 93p. \$2.75.

Long ago in India there was a Child King who rules over a distant province. One day he and his courtiers set out into the yellow jungle to find a new Imperial White Elephant, who would reign over the royal stables and carry the Child King upon his back on feast days. The elephant they found was called Hong-Mo—Hong-Mo the Magnificent—and was unlike any of the three hundred and ninety-six other white elephants who had ever ruled in the royal stables. In fact, one wonders whether Hong-Mo was an elephant at all. A charming fable for all ages by France's leading writer for children.

GUY, ANNE WELSH. *A Book of Tails*. Steck, 1957. 47p. \$1.50.

Did you know that a tail— an animal's tail—can be a swing? a barometer? a danger

signal? an assortment of cleats for climbing ■ telephone pole? And did you know that a tail— an animal's tail—can be useful in courtship, can serve as a walking stick? and as a fly-swatter? Mrs. Guy tells about these tails and many others in *A Book of Tails*. Elizabeth Rice, through her delightful illustrations, makes all these various animals, with their versatile tails, seem like personal friends. Young children will find pleasure in the text and pictures.

HADER, BERTA AND ELMER. *Ding Dong Bell, Pussy's in the Well*. Macmillan, 1957. 45p. \$3.00.

This is the story of a cat who *did* fall in a well, became famous, and brought good fortune to a family who had taken him in as a stray. Lovely water color illustrations help tell the story of Tiger's adventures.

HASKIN, JANET. *Johnny Bushytail*. Vantage, 1957. 46p. \$2.00.

As the young reader or listener learns about Johnny Bushytail, the squirrel, he will learn a great deal about things that are good—or bad— for all little squirrels . . . and all little boys and girls.

HAWKINS, QUAIL. *Mountain Courage*. Doubleday, 1957. 143p. \$2.50.

Forrest Judson had been sick and his family protected him too much, he thought. He wanted real adventure. Then suddenly on a vacation in the mountains, he finds himself lost, with practically no food and nothing with which to protect himself. A wholesome adventure story for upper elementary readers. Recommended.

HAWKINS, QUAIL. *Who Wants an Apple*. Holiday, 1957. unp. \$2.00.

Apple is a little girl five years old, and helping her Mother and Daddy move to the country is quite the most exciting experience in her short life—particularly riding on the van beside the driver. This is a picture book for boys and girls just beginning to read. Language, illustrations and type all contribute to the ease of reading, and yet style is never sacrificed to over-simplification.

HEPPNER, ELIZABETH. *Inki*. Macmillan, 1957. 136p. \$2.75.

An interesting story of how Jonathan came to understand that his beloved dog Inki had a service to give as a seeing-eye dog that was better than being a pet and living a care-free life on the farm.

HEUMAN, WILLIAM. *Rocky Malone*. Steck, 1957. 204p. \$2.00.

Rocky Malone came from the toughest city high school and Lance Corbett was born with a silver spoon in his mouth. They played halfback on an Ivy League team. Both had much to learn, and worked through hatred to friendship. Upper grade boys.

HILL, LORNA. *Masquerade at the Ballet*. Holt, 1957, 223p. \$3.00.

Jane Foster's parents wanted her to be a veterinarian, and her cousin Mariella's parents wanted her to be a ballet dancer. The girls wanted it just the other way. It took a lot of doing, but the girls finally had their way.

HILL, RALPH HADING. *The Doctors Who Conquered Yellow Fever*. Random, 1957. 180p. \$1.95.

The scope and character of this volume in the well-known *Landmark* series are indicated by the title. The writing and format are up to the high standard of the series.

HOGEBROOM, AMY. *Audubon and His Sons*. Lothrop, 1956. 210p. \$3.00.

The very important part the Audubon boys played in their father's career is told for the first time in this new biography that highlights the relationship of Audubon to his sons. The many paintings by John James and John Woodhouse Audubon, that illustrate this book, are supplemented by others of Audubon's time; and in addition, there are full-page pen drawings by Paul Galdone setting the mood for each of the twenty-five chapters. Excellent book for high school age.

HOLBERG, RUTH. *The Smugglers of Sandy Bay*. Doubleday, 1957. 192p. \$2.75.

Cindy was a tomboy; no doubt about it. Emmett and Hank all through decided to smuggle during the War of 1812. Then they discovered passages, British seamen, and a French boy. This got more adventure than they really wanted. Boys and girls in intermediate grades will like to share these adventures.

HOLLAND, JANICE. *Christopher Goes to the Castle*. Scribner, 1957. unpaginated. \$2.75.

Christopher goes to the castle to become a page. With him we share the life of the castle, the daily work such as polishing of armor, and the preparation for the tournament. We also share the exciting events of

the tournament. The distinguishing feature of the book, however, are the pictures of the opening double page spread giving the plan of the castle and the "dictionary of knighthood." This book should prove of great value to those studying knighthood, castle, or chivalry.

HURD, EDITH THACHER. *Johnny Littlejohn*. Lothrop, 1957. unpaginated. \$1.75.

Little Johnny Littlejohn is all dressed up in his new cowboy clothes, ready for the rodeo. But on the way he meets three Bad Guys. "Reach for the sky," they shout, and Johnny Littlejohn reaches. But that isn't the end. No Siree! For Johnny Littlejohn knows just what to do to outwit the three Bad Guys. This little parody on *Little Black Sambo* is just made to order for Kindergarten Cowboys.

ILSLEY, VELMA. *A Busy Day for Chris*. Lippincott, 1957. unpaginated. \$2.25.

This is a rhyming ABC book. In addition to representing objects, letters appropriately enough also represent activities. For example, E is eager to be outdoors, G is gathering daffodils, and O is opening windows wide, bringing the green outdoors inside. The alliterative rhymes and interesting pictures are fresh and will be entertaining to a child.

JACKSON, CAARY PAUL. *Puck Grabber*. McGraw-Hill, 1957. 160p. \$3.00.

Hockey is a fast game, and this story is as fast as the game. Bill meets his problems, and after the high school champion game the college coaches want to talk to him. For boys about 9 to 12 years old.

JAGENDORF, MORITZ ADOLF. *The Priceless Cats*. Vanguard, 1956. 158p. \$3.00.

The touch of sunshine and the warmth of human nature are reflected in these joyous folk stories that M. A. Jagendorf has gathered from every corner of Italy's bright land. Folk stories such as these reveal the history of the Italian people even more than battles and conquests do, for the tales express the dreams and hope and life of a nation. Young people will relish these tales of the Italian folk.

JOHNSON, HUMPHREY. *The Perilous Journey*. Holt, 1957. 144p. \$2.50.

This is a well-plotted story, for ages 10-12, about merchants in Germany in the Middle Ages, written with understanding of the hardships of the small town merchant in competition with merchants from the great trading cities. Attractive format, large type, and dramatic illustrations add to the interest of the book.



KESSLER, ETHEL AND LEONARD. *Big Red Bus*. Doubleday, 1957. unpag. \$2.00.

Ethel and Leonard Kessler have written and illustrated four books together—*Plink Plink*, *Crunch Crunch*, *Peek-A-Boo*, and this one about the big red bus. The combination of a simple rhythmic text and bright flat pictures featuring common objects and experiences has made all four hits with the very young set.

KETTLEKAMP, LARRY. *Shadows*. Morrow, 1957. 63p. \$2.50.

The first half of this book is devoted to suggestions on how to have fun with shadows. How to make shadow animals, how to build a shadow stage, and how to put on Chinese shadow plays and human shadow plays are discussed. The second half of the book deals with the scientific discoveries shadows have made possible. Each absorbing topic is diagrammed and illustrated in clear and accurate detail.

KING, D. R. *Spitzee Anota*. Longman's 1957. 252p. \$4.00.

Here is an adventure story of a young boy on the frontier who has many experiences with traders, Indians, and whiskey traders. Ted MacDonnell goes off alone on many adventures and meets dangers and thrills of all kinds, sometimes without the aid of his trusted rifle or even a horse. On each of the adventures Ted manages to help an Indian friend or a trader.

KING, ROBIN AND BILLIE. *Just the Right Size*. Dutton, 1957. 45p. \$2.25.

Too big for Tris, or was Tris too little, or did Tris look at the wrong things. Children three, or maybe even five years old will help you answer these questions!

KOESTER, SHARON SMITH. *Where Are You Going Today?* Whitman, 1957. unpag. \$2.00.

From Daddy's departure for work in the morning until day's end, a child's day is described. This is an easy-reading book in which the child is nameless, so that any reader can be the heroine. Illustrations catch the joy of childhood.

KOHLER, JULILLY HOUSE. *Razzberry Jamboree*. Crowell, 1957. 180p. \$2.75.

True in spirit, this story gives the feeling of having actually been on part of a Boy Scout annual jamboree. Boys 10 to 14 years old can make these experiences a very realistic part of their own life.

KUHN, FERDINAND. *The Story of the Secret Service*. Random, 1957. 174p. \$1.95.

An exciting account of almost a hundred years of Secret Service activity. The inclusion of a number of actual cases adds to the interest. Another volume in the *Landmark* series for young readers.

LAMBERT, JANET. *Myself and I*. Dutton, 1957. 188p. \$2.75.

Susan has always been the generous, helpful kind. Then she decides it is time to look after herself and her own interests. There are all sorts of confusions, many of them laughable, before she gets back home convinced that one must live with others. For junior high school girls.

LAMORISSE, ALBERT. *The Red Balloon*. Doubleday, 1957. unpag. \$2.95.

This is the story of little Pascal and the red balloon which follows him to school, to church, and to other places, always with disastrous results. Poor Pascal always gets into mischief because the balloon is not allowed in the buildings. Jealousy finally causes a group of boys to burst it. As Pascal grieves over his loss, all the captive balloons in Paris come to lift him to the sky and take him around the world. Excellent photographs make this a most attractive book.

LAMPMAN, EVELYN SIBLEY. *Rusty's Space Ship*. Doubleday, 1957. 240p. \$2.95.

Can you imagine building a space ship out of a box and a few tin cans in your garage and then having it take off into outer space? That's exactly what happened to Rusty and Susan and Cookie, Rusty's dog. And it all started when Rusty found the flying saucer in the city dump and Cookie barked at a lizard-like creature named Tiphia. The story takes you from planet to planet, from adventure to adventure.

LANSING, ELIZABETH HUBBARD. *The Small Circus*. Crowell, 1957. 150p. \$2.50.

Niki loved her family and its little circus, but wanted a home and girls of her own age for friends. Even Big Ben the lion could not take the place of girl friends. By strange chance Big Ben helps Niki get a real home, and her brothers to do with the big show. For children 8 to 12



LARSSON, GOSTA. *The Wonderful Boat*. Lothrop, 1957. 219p. \$3.00.

To Leif, the troubled youth, a boat and a pair of long oars brought release from his growing pains. One unforgettable night he confused foolhardiness with courage, and so risked his life and his beloved boat in a daredevil test. All teenagers will see a little of themselves in this story of a boy who comes through a critical stage of adolescence and discovers gradually what it means to be a skipper.

LASSON, ROBERT. *Orange Oliver; The Kitten Who Wore Glasses*. McKay, 1957. unp. \$2.50.

Linda's father talks about giving away the only orange kitten they have because he does so many silly things. The problem is solved when Linda takes the kitten to the optometrist and has him fitted with glasses. Then he can see to do the things the other kittens do. An excellent book to read to a child who may be confronted with the same problem.

LATTIMORE, ELEANOR FRANCES. *The Journey of Ching Lai*. Morrow, 1957. 126p. \$2.50.

Ching Lai was a small Chinese boy with one major thought in his mind—a desire to visit the blue sea. Ching Lai's father had taken Ching Lai to the temple on the mountaintop and from there he had seen the great expanse of blue. Ching Lai begged his father to take him to the sea, but his father was a busy farmer and could not afford the trip. How Ching Lai's wish is fulfilled makes a most satisfying story. The characters are likeable individuals, who, although Chinese, possess many qualities that children see in people around them. The reading of this book should help children get a sympathetic insight into the lives of a people strange to them and come to see that all peoples are, in spite of their differences, fundamentally alike.

LEE, RECTOR LAWRENCE. *Gil's Discovery in the Mine*. Little, 1957, 202p. \$3.00.

Two high school students learn many valuable experiences while working for a summer in a mine. Geometry, Gil's weakest subject in school, takes on practical aspects and becomes vital to his needs. An adventure story for upper elementary and junior high school.

LEEKLEY, THOMAS B. *King Heria's Quest*. Vanguard, 1956. 127p. \$2.75.

These magnificent stories from the Middle Ages have been culled by Thomas Leekley

from the work of the great twelfth-century storyteller and romancer Walter Map, and are a thoroughly unique "find" in the world of children's literature. More than eight hundred years ago, Walter Map set down the many stories that came to his attention during his exciting lifetime. A clerk in the English royal household, an itinerant justice, a churchman, a poet and writer, Walter Map was equally at home with a cowherd or the Count of Champagne. His stories are imbued with the flavor of the Middle Ages; they are alive with humor and as engrossing as when they were first put to paper.

LEIBER, FRITZ. *Two Sought Adventure*. Gnome, 1957. 186p. \$3.00.

Seven unusual stories about an incredible pair from this volume of fantastic adventures in a land of fantasy.

LENSKI, LOIS. *Houseboat Girl*. Lipincott, 1957. 175p. \$3.00.

Another of Lois Lenski's regional stories for eight-to-twelve year olds, this one depicting the colorful and captivating life on the Mississippi River. Living for six weeks in a river town on the Mississippi, Lois Lenski visited Patsy's family on their houseboat and shared in an exciting, different story that young readers will enjoy.

LOCKE, BRENT. *Mystery of the Hidden Cat*. Coward, 1957. 255p. \$3.00.

Three girls solve the problem of the missing treasure in the haunted house. Of course the cat helped. Plenty of tense situations for intermediate grade girls to share.

LOVE, KATHERINE ISABEL, compiler. *A Little Laughter*. Crowell, 1957. 114p. \$2.50.

This collection of light hearted verse chosen by a librarian from the humorous works of many distinguished poets is sure to please young readers. Good anthology for reading aloud to any age.

MCCASLIN, NELLIE. *Tall Tales and Tall Men*. Macrae, 1956. 238p. \$3.50.

For this collection of plays Miss McCaslin has drawn on her wide knowledge of American folklore to present some of the richest of our native tales in dramatic form. Here we have a sampling of the many kinds of legends which have grown up in this country: the tall tale, the turning of the trick, the story of the uncommon common man, the supernatural tale, and how it came to be legend of the Indians. The East, Middle West, North, South, Southwest, and Far West are all represented. The twelve plays are original, non-royalty plays suitable for production by junior-high school students.

MACDONALD, GEORGE. *At the Back of the North Wind*. Dutton, 1956. 325p. \$3.25.

This lovable and much loved story of Diamond, the cab horse, and Diamond, the little boy who lived over a coach-house and was visited by a lovely lady who whisked him off to the back of the north wind, can never lose its appeal while children are children. This edition has eight color plates and many line drawings by E. H. Shepard. Format is attractive and print is large and easily read.

MACGREGOR, ELLEN. *Mr. Pingle and Mr. Buttonhouse*. McGraw, 1957. 32p. \$2.00.

Mr. Pingle decides to surprise Mr. Buttonhouse with a visit. He starts out on the train. What he does not know is that Mr. Buttonhouse has at the same time decided to surprise him with a visit and has started out on a boat. How they meet and have a happy visit makes a story young children will enjoy.

MACHETANZ, SARA. *A Puppy Named Gih*. Scribner 1957. unp. \$2.75.

Five little puppies, but Gih, which means go in Eskimo language, liked to go, and so was made leader of the team to pull the sled. Ages 5-9.

MACKELLER, WILLIAM. *Wee Joseph*. Whittlesey, 1957. 76p. \$2.50.

Children eight-to-twelve years old will enjoy these experiences of a boy, his dog and the miracle that kept them together. Filled with suspense and pathos, the story becomes alive as a boy's faith brings his family closer together. The format of the book is pleasing, and the illustrations highlight the story.

MACMILLAN, CRYUS. *Glooskap's Country and Other Indian Tales*. Oxford, 1956. 273p. \$3.50.

These are tales that reflect the atmosphere of the land and the dignity and imagination of the people that gave them birth. Retold by a gifted storyteller in simple, rhythmical language, they also have those literary qualities that belong to myths and legends of lasting value. But above all they are good stories, and children who read them once will want to return to them again and again.

MAYER, MARGERY L. *With Pen and Brush*. Friendship, 1957. 56p. \$2.50.

When the voice of youth speaks, we hear the echo of the future. In this unusual book, high school boys and girls of Japan express their problems and plans, their dreams and deepest feelings, in a collective message to young people their own age in America. Their ideas are set down with the calmness and sense of beauty that is traditionally Japanese; with the candor and straight forwardness that typify youth everywhere.

MEYNELL, LAURENCE WALTER (Stephen A. Tring, pseud.) *Young Master Carver*. Roy, 1957. 156p. \$3.00.

Francis Bereford was a lively Somerset boy who lived 600 years ago when Edward III was the King of England. In this story you can read about Francis' adventures, and about how the people lived in a colorful period in England's history.

MOWAT, FARLEY. *The Dog Who Wouldn't Be*. Little, 1957. 238p. \$3.95.

Mutt had uncertain ancestry, but very evidently inherited more than just dogdom. He frequently went beyond what should be possible for dogs, but wasn't for him. He and Farley, his master, and the family which includes owls and other fringe members, make uproarious tale of fights, hunting and just plain living. For high school boys and girls.

NASH, OGDEN. *The Christmas That Almost Wasn't*. Little, 1957. 63p. \$3.00.

Ogden Nash tells the story of Nicholas Knock, the hero who saved Christmas, in a lively narrative poem sure to delight both young and old. Particularly recommended for reading aloud to a group.

NASH, OGDEN. *You Can't Get There From Here*. Little, 1957. 190p. \$3.75.

Another book by Ogden Nash is always heralded for the public knows that no one writes so absurdly sensibly. If you would be joyously entertained, get your copy of *You Can't Get There From Here* now.

NOBLE, IRIS. *Joseph Pulitzer: Front Page Pioneer*. Messner, 1957. 191p. \$2.95.

This is the dramatic story of an idealistic genius who shaped the pattern of present day journalism and who left a legacy to the journalists of tomorrow in the famous Pulitzer Prize Awards. Young persons interested in the newspaper profession will find this book fascinating reading.

OTTO, MARGARET. *Great Aunt Victoria's House*. Holt, 1957. 120p. \$2.50.

This story will delight the seven-, eight-, and nine-year-olds who have a belief in magic. At Great Aunt Victoria's House all kinds of unusual things happen . . . where else would you hear someone ticking like a clock, or meet a cat that sings, or watch two dogs playing leapfrog, or discover two horses dancing? And that is just the beginning.

OTTO, MARGARET. *The Man in the Moon*. Holt, 1957. 128p. \$2.50.

Delightfully fantastic story to read to four or five year olds, or to let second and third grade children read to themselves. The man in the moon really has a lovely time.

PATRICK, PEARL HALEY. *O'Po of the Omaha*. Caxton, 1957. 229p. \$3.50.

O'Po was an Indian boy of the tribe of Omaha. The life he lived is depicted showing Indian customs, telling their stories and legends. The whole is so carefully authenticated that interest lags in places.

PERTWEE, RONALD. *Rough Water*. Bobbs, 1957. 224p. \$3.00.

A companion book to *The Islander*. There is plenty of tension and fast action, growing out of a boy, a vicious man, a rich patron and foolish relatives. There is "rough water" for Pat, even outside the river. For upper grade boys.

POLITI, LEO. *The Butterflies Come*. Scribner, 1957. unpag. \$2.75.

Every year in the fall a wonderful thing happens on the Monterey peninsula in California. Thousands of orange-and-black Monarch butterflies come to spend the winter in the same grove of trees and to flutter among the flowers in the gardens. Stephen and Lucia, the children in this story, welcome the butterflies with a gay parade. Leo Politi, winner of the Caldecott Medal, in 1949 for *Song of the Swallows*, has given us another charming book with interesting, true text and interesting interpretive pictures.

POSELL, ELSA Z. *The True Book of Transportation*. Children's Press, 1957. 46p. \$2.00.

The "True Book" series of informational books are prepared to be read by children of the primary grades. Topics treated simply and interestingly in this book on transportation are: Man Travels on Foot, Man Gets Animals to Help Him, Man Learns about

Wheels, Man Travels on Water, Travel When Our Country Was Young, The Iron Horse, Early Transportation in Cities, The Horseless Carriage, The Flying Machine, and Transportation Today. Illustrations are appropriate and interesting.

PRICE, OLIVE. *Snifty*. Westminster, 1957. 157p. \$2.75.

Snifty, the orphaned bear cub, was fortunate when Kamama and her brother Mickey find him, and take him back to their Cherokee home. Then there are some bad plots, and a wonderful fair, and great day when everything turns out all right. A story to delight intermediate grade children.

PROCTOR, ROSALIE. *Told To Patrick*. Roy, 1957. 93p. \$2.50.

These Bible bed-time stories are simply told in conversational style. They are followed by a conversation between Patrick and his mother which link the story with his everyday life and offer immediate applications of timeless Christian truths.

READ, HERBERT. *This Way, Delight*. Pantheon 1956. 155p. \$3.50.

The aim of the anthologist in compiling this book of poetry is to bring deep delight to young people in experiencing poetry. The range of selections is wide. The book includes 110 poems. The selections are for ages twelve up. The book is attractively illustrated.

SANGER, MARJORY. *The Bird Watchers*. Dutton, 1957. 164p. \$2.75.

A bird-feeder at Christmas opens a new world to Brian and Jenny. Upper grade children may share their discoveries and thrill with this well written book. The pen and ink sketches are accurate, and with the story help send young people to the fields to see birds and to their bird-books to help identify them.

SAVAGE, JOAN. *Hurray For Bobo*, new edition. Children's Press, 1957. unpag. \$2.50.

Miss Savage met the real Bobo in this story while teaching nursery school in New York City. Bobo's problems were twofold. He wanted the companionship of other boys and he wanted to play baseball. How he realized both of these desires makes a readable and enjoyable story for very young people.



SAYRE, ANNE. *Never Call Retreat*. Crowell, 1957. 164p. \$2.50.

Pru Whipple, seventeen, could not understand why her family was leaving its pleasant home in Pennsylvania to make a new life in Alabama, devastated by the Civil War. Her parents believed they had a mission in the South, a mission of their Quaker faith and of farming. This is the romantic story of Pru and Ranny, a Southern boy and of how they grow into maturity in the world left in the wake of war. The author, Anne Sayre, is a promising new writer for young people.

SCHLEIN, MIRIAM. *Here Comes Night*. Whitman, 1957. unp. \$2.00.

In prose that is poetic in its simplicity, Miriam Schlein tells how night comes slowly to the farm, the sea, the city. The real charm of the book, however, is in the mood created by the imaginative illustrations of Harvey Weiss. Beginning readers will be delighted with the simple rhythm of this story. Very young children will welcome it as a perfect bedtime book.

SCHOLZ, JACKSON VOLNEY. *Man In A Cage*. Morrow, 1957. 255p. \$2.95.

Jackson Scholz is one of our best writers of sports stories. He provides plenty of exciting diamond action and some equally exciting circus thrills in this story in which Ted finds himself as a baseball player.

SHANNON, TERRY. *Running Fox, The Eagle Hunter*. Whitman, 1957. 46p. \$2.75.

Running Fox was a Hopi Indian boy, and he started out to find an eagle. He discovered the secret way up the sacred cliff, which makes him very important in his tribe. Ages 7-10.

SHARFMAN, AMALIE. *Mr. Peabody's Pesky Ducks*. Little, 1957. 88p. \$2.75.

This is Mrs. Sharfman's second book for children. She says about it, "On one level this story tells of the need we all have to belong to someone. On quite another, I think it's a funny story, with a good deal of suspense, and a mystery that remains unsolved until the very end." Children will enjoy reading this story or hearing it read.

SHELTON, JIM. *The Phantom of Lost Lake Mountain*. Dorrance, 1957. 193p. \$3.00.

A real, ripping, roaring bear story, and a live story too. The setting is New Mexico, and the story is the result of a life time of listening to oldtimers.

SLEIGH, BARBARA. *Carbonel, The King of the Cats*. Bobbs, 1957. 253p. \$2.75.

Carbonel is an enchanted cat. Rosemary, who is ten, and John, who is awfully bored visiting an aunt, begin a search for an ex-witch and her scattered possessions. Once they collect her equipment and learn her spells, they can brew the magic to undo the spell by which the King of Cats is bound. The search is no matter of fantasy for the children. It leads through their everyday life—but in eventful and highly entertaining ways for the young detectives. The story is told with a great deal of charm and humor.

SMITH, WILLIAM JAY. *Boy Blue's Book of Beasts*. Little, 1957. 58p. \$2.75.

Wit, gaiety, nonsense characterize the 39 verses about animals found here in Boy Blue's zoo. Young children will find the verses amusing, and the illustrations pleasing.

SOOTIN LAURA. *Let's Go to a Police Station*. Putnam, 1957. 42p. \$1.95.

This book, as others in the *Let's Go* series, is designed to meet a specific and recognized need in the schools. Yearly, in accordance with modern educational practices, classes are taking more and more trips so that children can experience and learn at the same time. There has long been a need for books to make these trips more lasting and meaningful. This is an excellent book to read before going to visit the police station and to read as a review after your visit.

SUMMERS, JAMES L. *Ring Around Her Finger*. Westminster, 1957. 206p. \$2.75.

A couple who marry before their education is complete face difficulties—money, a child, parents' interference, friends' inconsideration. Their marriage almost fails, but they are finally able to come through together. An extremely well-written story presenting the boys' viewpoint by an author who writes for boys.

SUTTON-VANCE, SYBIL. *The Black Whippet*. Viking, 1957. 192p. \$2.50.

Evan Jones was left penniless when his father died, and his only comfort was the young whippet. There are plenty of difficulties; a miserly relation who wants the whippet, an institution for orphans, and gypsies. But in spite of everything the black whippet is a winner.



SWIFT, HILDEGARDE HOYT. *The Edge of April*. Morrow, 1957. 316p. \$3.95.

The events related in this biography of John Burroughs are in every case factual—taken from the man's own memories, from the recollections of his son and grandchildren, the recordings of his secretary, or revealed in the letters of friends. Mrs. Swift's own sensitive and poetic reaction to nature and its beauty makes her the ideal biographer for this distinguished American.

SWINSON, CYRIL, editor. *Twenty Scottish Tales and Legends*. Black, 1957. 215p. \$2.00.

Stories of battles, mystery, stratagems and daring. Bruce Maduff, Flora McDonald and others less well-known are included. The illustrations in color add to its appeal.

THOMPSON, HARLAN. *Outcast, Stallion of Hawaii*. Doubleday, 1957. 191p. \$2.75.

Bart Holliday came to Hawaii from Nebraska, and the home of his foster father, the veterinarian Doc Holliday. He had his way to make, but his love of animals helped him and them. The stallion had a badly injured foot, but patience won out. A horse story for ages 10-14.

THOMPSON, MARY. *Snow Slopes*. Longmans, 1957. 179p. \$2.75.

In the hills of Vermont, Arleigh Burd and her widowed mother used their home as a guest house. In order to help with expenses, Arleigh worked at Snow Slopes, a ski resort. At Snow Slopes, however, Arleigh is brought face to face with a young couple, Garry and Sonia, who are athletic and ski quite well. This creates resentment in her because she cannot ski or dance—she is lame from polio. Later, when Sonia is injured in a race, Arleigh realizes that her lameness has never interfered with anything she's ever wanted to do. Teen-agers will read with interest how Arleigh overcomes difficulties.

TITUS, EVE. *Anatole and The Cat*. Whittlesey, 1957. unpag. \$2.25.

An amusing picture book about Anatole Mouse, the Cheese Taster of M'sieu Duval's factory, who has the problem of belling a cat in order that his work might not be disturbed. Ages 4 through 8 will enjoy the humor, illustrations and the feeling for Paris that are in this book.

VANCE, MARQUERITE. *Flight of the Wildling*. Dutton, 1957. 156p. \$2.95.

Interesting bits from the life of an undisciplined and vicious royal figure create this story of Elizabeth of Austria. Each incident is sympathetically presented and leads the reader to an understanding of the rigid customs which, in this case, lead to rebellious self-destruction. Recommended for junior high school readers.

VANCE, MARQUERITE. *A Star For Hansi*. Dutton, 1957. 30p. \$1.75.

When little Sophie was faced with a problem just before Christmas, she turned to her German grandmother for help. And that was how she learned the story of another Sophie, the little girl her grandmother had been, and the applewood box, which always must have one coin left in it, except when the owner's heart clearly said, 'Now is the time!' This enchanting story of the two little Sophies and their applewood box holds all the magic and wonder, all the true meaning of Christmas. A proven favorite with children for many years, this edition of *A Star For Hansi* will charm an even larger audience.

VAUGHAN, SAMUEL S. *Who Ever Heard of Kangaroo Eggs?* Doubleday, 1957. unpag. \$2.75.

Those children who have never heard of kangaroo eggs or of a little girl Mehilda who won a contest will want to read this book. It is about a contest for naming a nameless kangaroo. Children will also enjoy Leonard Weisgard's illustrations.

VON HIPPEL, URSULA. *The Craziest Hallowe'en*. Coward, 1957. unpag. \$2.00.

Story and pictures make this tale of "Weeny," the witch who was only 400 years old and too young to go out with the grown-up witches are delights for children and those who love them. I tried it on a two year old, and she wanted it "again" and "again."

WARD, NANDA WEEDON. *Beau*. Farrar, 1957. unpag. \$2.75.

Beau was a fishing cat, and wanted home with the man who had the largest fish he had even seen. When the man shut the door in his face, Beau had to get another cat help him make the man change his mind. Such tricks as they did play will prove interesting to children in kindergarten and primary grades.

WEBER, LENORA. *Happy Birthday, Dear Beany*. Crowell, 1957. 244p. \$3.00.

Off with the old, on with the new boyfriend is the topic of Mrs. Weber's new tale concerning Beany Malone and her whimsical family. You will enjoy knowing the practical Beany Malone as she irons her favorite shamrock blouse, finds herself in an embarrassing situation, and copes with the problems of boarding an expectant mare. The author has a great talent for creating genuine people. Each incident is highlighted with a touch of gay humor and first-hand knowledge of the modern teen-ager. With the naturalness and gentle touch of a mother, Mrs. Weber has spun a warm but exciting story of young people as they really are.

WELLS, HELEN FRANCES. *Barnum, Showman of America*. McKay, 1957. 239p. \$3.50.

Based on Barnum's Autobiography, using many of his own words, this account of the showman portrays him as a big, kind, laughter-loving business man, able to accept disaster and build his organization into the "greatest show on earth." An interesting, detailed story of a man older children and young people will enjoy reading about.

WIBBERLEY, LEONARD. *The Lost Harpooner*. Washburn, 1957. 183p. \$2.75.

"Thar she blows." The tough life of a whaler in the early days shown in the story of Peter looking for his father. Ice floes, cold, mutiny and marooning, with an exciting climax. For 10 to 14 year old boys.

WILSON, HAZEL. *The Surprise of Their Lives*. Little, 1957. 154p. \$3.00.

This is the story of Mary Jo and James Dunham, who lived on Morning Street in Portland, Maine, with their father and mother and small sister Ellen. You wouldn't expect much of the ordinary to happen to the Dunhams. But you would be reckoning without Lizzie Atkins and scarlet fever if you thought the sea would always stay calm with only a few ripples for the Dunhams. In fact, it was most due to Lizzie, whom some parents forbade their children to play with, that Mary Jo and James received just about the biggest surprise that could happen to anyone.

WOOLLEY, CATHERINE. *Ginnie and the Mystery House*. Morrow, 1957. 181p. \$2.75.

The excitement when Ginnie first helped the strange old lady with her bundles and realized that she was desperately afraid of something. Before long Ginnie was a little frightened herself, and mystified, too, because she discovered that the old lady lived in a forbidding shuttered house where foot-steps could be heard in the attic and someone, or something, wailed in the night! The weeks went by, with snowstorms and sleigh rides and parties, but still the dark house refused to yield its secret. And Ginnie and her friends could not rest content until at last they solved the mystery. Told with a special blend of warmth and humor, this story has a spine-tingling quality all its own. Miss Koering's spirited drawings catch the exact atmosphere. Girls nine to twelve will enjoy this story.

WOOLLEY, CATHERINE, (Jane Thayer, pseud). *The Outside Cat*. Morrow, 1957. unpag. \$2.95.

"It's a smart outside cat who gets to be an inside cat," said the outside cat who had after much effort succeeded in becoming just that—an inside cat. Very young children will enjoy this simple but moving story because it all happens in a world with which they are familiar. Rojankovsky's illustrations are, as usual, very interesting and charming.

YOUNGBERG, NORMA R. *Tiger of Bitter Valley*. Morrow, 1957. 251p. \$2.75.

Raman left his home in North Sumatra because a witch doctor had prepared a terrible curse to lay upon him. Before he returned home he had many spine-tingling adventures which gave him the strength and courage not only to take care of himself, but to come to the rescue of some new friends he had made in Bitter Valley Village. Harold Nunsom's striking illustrations bring this story's unusual setting to vivid life.

ZIMMERMAN, NAOMA. *The Sleepy Village*. Children's Press, 1957. unpag. \$2.50.

The village by the sea is wide awake on market day, a gay and bustling place. Then gradually the busy scene grows quiet. The hands on the clock move toward eight. The chimes ring out and the villagers stand hushed and still. Shadows lengthen. Wares are packed away. People move toward home. One by one the lights go out. Houses seem to yawn from every doorway. Gradually, quietly, the village settles down to sleep. A book to help a child relax.

## Education and Psychology

ASSOCIATION FOR STUDENT TEACHING. *Yearbook, 1957: "Guidance in Teacher Education."* The Association, 1957. 265p. \$3.75.

This yearbook, cooperatively undertaken by the Association for Student Teaching and Student Personnel Association for Teacher Education, should serve as a valuable aid to anyone interested in guiding prospective teachers.

BURGER, I. VICTOR. *Bringing Children and Books Together.* Library Club of America, 1956. 133p. \$4.00.

This book presents an analysis of the qualitative and quantitative findings of an experiment in a reading program tested in three schools of the New York City school system. The experiment was conducted at the fifth-grade level and involved an attempt to develop an extensive reading program. The report should be of particular interest to all those who have anything to do with children and books together.

FENNER, PHYLLIS REID. *The Proof of the Pudding.* Day, 1957. 246p. \$3.95.

To question why our children don't read, Phyllis Fenner's answer is that they do. She tells here what children like to read, and why, suggests how they can be encouraged to read even more, and recommends hundreds of specific books for various groups and types of readers. Her book is designed both for pleasurable reading and for reference. In the main portion of it, each chapter is devoted to a particular kind of book, and concludes with a highly selective annotated list of favorite titles. A thorough index lists every title and author mentioned, with a distinctive entry to direct the reader to the place in the text where each title is most fully described.

HASKEW, LAURENCE DE FEE. *This Is Teaching.* Scott, 1956. 335p. \$4.50.

Interesting and unusual organization and presentation of material, which is in itself clearly written in an easy readable style. Coverage of all aspects of teaching, history, philosophy, indoctrination, materials and methods is satisfactorily complete. Manual which is final section of the book is excellent and useful reference material.

MARSH, PHILIP MERRILL. *How to Teach English in High School and College.* Bookman, 1956. 172p. \$3.00.

Here is a practical, working guide to the teaching of English on the secondary and college levels. Beginning teachers as well as veterans of the profession will find in it an approach and methodology tested by the author's own long experience and geared to the situation in the average classroom today.

MEYER, ADOLPH ERICH. *An Educational History of the American People.* McGraw, 1957. 444p. \$6.00.

History as it sheds light on American education both past and present in the theme of Dr. Adolph E. Meyer's latest book. This brilliant exposition of the history of education as a cultural force, which would only be grasped properly within the perspective of American social and cultural history, has made the book meaningful and absorbing for all those interested in education.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Commission on the English Curriculum. *The English Language Arts in the Secondary School.* Appleton, 1956. 488p. \$4.00.

This volume is the result of several years of curriculum study by the National Council of Teachers of English Curriculum Commission. It applies at the high school level the principles of curriculum development established by research findings and by the tested experience of the Commission, and teachers throughout the country. Part II offers specific guidance in curriculum development with profuse illustrations from individual schools and classrooms and from city and state programs now in operation. Every experienced as well as every prospective teacher of English at the high school level will want to read this important book.

PRESCOTT, DANIEL A. *The Child in the Educative Process.* McGraw, 1957. 502p. \$6.50.

Description of the child study process which has been developed at the Institute for Child Study at the University of Maryland and used with countless school systems throughout the country. Readable, well documented, useful addition to literature on understanding children.

THUT, I. N. *The Story of Education.* McGraw, 1957. 410p. \$5.95.

This historical and comparative approach to educational philosophy is an outstanding contribution to the literature of the field. It is organized very effectively in terms of the various ways in which men receive, discover and disseminate knowledge.



## Literature

BECK, HORACE P. *The Folklore of Maine*. Lippincott, 1957. 284p. \$5.00.

The author gives a generous sampling of the chief areas of folklore extant in Maine—the songs, legends, weather lore, tall tales, and the arts and occupations. He shows how folklore affected the people and vice versa. This book adds materially to our growing treasury of American lore.

BROOKS, VAN WYCK AND OTTO BETTMANN. *Our Literary Heritage*. Dutton, 1956. 241p. \$8.50.

In pictures (more than 500 photographs and drawings) and text here is the story of American writers from 1800 to 1915. The rich contents of Van Wyck Brooks' famous five volume history, *Makers and Finders*, has been abridged and recast to form a picture and text history that charts the course of our literature in one compact and vivid volume. Excellent for reading or reference this book will be a great demand.

KEITH, HAROLD. *Rifles For Watie*. Crowell, 1957. 332p. \$3.75.

A novel of the Civil War with the Western campaign, and particularly Kansas, as its setting. A well-told tale, historically anchored, with numerous personalities clearly identifiable with the setting.

MONTAIGNE, MICHEL EYGREM DE. *The Complete Works*. Translated by D. M. Frame. Stanford University Press, 1957. 1093p. \$12.50.

A sympathetic, perceptive, convincing translation of Montaigne's complete works designed "to capture in modern English, not only his meaning but also the living, natural quality of his style." All Montaigne's quotations are translated as well. The text is a beautiful one. The editing is expert. The result is an eminently cherishable item for those who love Montaigne but cannot read French and one that will certainly attract many new readers for him.

NOYES, ALFRED. *A Letter to Lucian: And Other Poems*. Lippincott, 1957. 102p. \$3.00.

This new collection of poetry by Alfred Noyes is the first since the publication of *Collected Poems* in 1947. Once again Mr. Noyes' verse ranges from the reflective to the gay. To all those for whom Alfred Noyes stands as one of the great living poets, this small volume will prove completely rewarding. For they will find here that sensitive talent which has kept him

at the forefront of the world of poetry for more than half a century.

PHELPS, GILBERT. *The Russian Novel in English Fiction*. Hutchinson, 1957. 206p. \$1.50.

There is something of a mystery about the gap between the "Russian craze" in the years immediately preceding and during the First World War, and the professions of indebtedness to the Russian novelists by many distinguished writers on the one hand—and the vagueness on the part of literary critics and historians when it comes to definition on the other. Was there *really* a "Russian influence" or was it merely a passing symptom of intellectual and emotional ferment? Did the example of the Russian novelists really modify the work of our own novelists in any important respects? Has the "Russian influence" played any calculable part in the evolution of the modern novel? These are some of the questions this book attempts to answer.

RANDOLPH, VANCE. *The Talking Turtle, And Other Ozark Folk Tales*. Columbia University Press, 1957. \$4.00.

From a region where oral communication is still preferred to the printed page comes this authentic collection of tales, given enduring form by the most important writer on the Ozarks. These Ozark tales are fragments of local history, village legend, and morality pieces with roots deep in European soil. The stories will please readers of all literary tastes, from those who will read them merely for entertainment to those who will study them as social documents. The annotation and illustrations enhance the value of the book.

TEXAS FOLKLORE SOCIETY. *Mesquite and Willow*, edited by Mody C. Boatright. Southern Methodist University Press, 1957. 203p. \$4.00.

The folklore to be found in this volume is both formal and informal, raw and refined—annotated studies of folktale dialogue and tale-type origins, plus ghost stories and good humored animal tales. Every reader who loves good folkstories and old, unforgettable songs will enjoy this book.

## Music

BRADLEY, VAN ALLEN. *Music for the Millions: The Kimball Piano and Organ Story*. Regnery, 1957. 334p. \$4.00.



The story of W. W. Kimball and the piano and organ business he began in 1857. The instruments were manufactured in large quantities and paid for by installments. Therefore, more Americans could have them in their homes. An interesting story of part of America's history.

BRAUN, ELISE. *Music for Active Children*. Daye, 1957. 63p. \$3.95.

A collection of music for children from 3 to 8 years old. Folk tunes and excerpts from pieces by well-known composers were chosen to provide variety in exercises for this particular age group. The book also contains some very good suggestions for directing the activities.

COPLAND, AARON. *What to Listen for in Music*, rev. ed. McGraw, 1957. 307p. \$3.95.

A chapter on "Contemporary Music" and one on "Film Music" (Originally articles in the *New York Times Sunday Magazine*) are worthwhile additions to this second edition of one of the best books of its kind. Reading this book should be as enjoyable for the "music lover" as listening to Copland's music is for the musician.

EWEN, DAVID. *Panorama of American Popular Music*. Prentice, 1957. 365p. \$4.95.

A survey of the most important developments and factors in American popular music of all kinds. Includes the songs of the Negro, the minstrel show, vaudeville, operetta, musical comedy, and jazz. Very interesting reading.

MOSS, ARTHUR AND EVALYN MARVEL. *Cancan and Barcarolle: Life and Times of Jacques Offenbach*. Exposition, 1954. 278p. \$4.00.

The biography of Jacques Offenbach, composer of *Tales of Hoffman*. This book tells the little-known facts of Offenbach as the artist, the showman, and the lover. A product of detailed research.

RATNER, LEONARD GILBERT. *Music: The Listener's Art*. McGraw, 1957. 375p. \$7.50.

Begins by presenting, in non-technical language, the elements of musical analysis in their more meaningful aspects before giving a thorough discussion of musical style and form in relation to the historical setting; all presented so as to be a guide to intelligent, more perceptive listening.

TOOZE, RUTH AND BEATRICE PERHAM KRONE. *Literature and Music as Resources in Social Studies*. Prentice, 1956. 457p. \$4.75.

This comprehensive text has been divided into two main sections: Growing Up as a Citizen of the U. S. A., and Growing Up as a Citizen of the World, with a short third part added at the end to discuss A World Growing in Understanding. The correlation of music and literature is neatly woven together with factual information about the countries, their people and heritage. Although written for adult consumption, the reference material is geared largely to upper elementary age level.

UHLER, JOHN EARLE. *Morley's Canzonets for Two Voices*. Louisiana State University Press, 1954. unp. \$2.50.

This book contains first an interesting essay on Morley, his musical style, and a detailed discussion of his canzonets and their texts; and second a reproduction of the part books of the original edition. Of general interest historically but not for practical performance.

## Reference

OCCUPATIONAL OUTLOOK HANDBOOK, 1957 edition. U. S. Government Printing Office, 1957. 697p.

This new edition includes over 500 occupations, for the first time having many of the newer fields such as electronics, television broadcasting, and atomic energy. It is a great help to a person choosing a career because it gives the nature of each job, the qualification needs to fill it, and the employment outlook for the job.

PRATOR, CLIFFORD H. *Manual of American English Pronunciation*, rev. ed. Rinehart, 1957. 151p. \$2.75.

As the international activities and responsibilities of the United States increase, so does the concern of our government and our educators for the teaching of English as a second language. Unfortunately, the production of adequate teaching materials for use in this type of instruction has fallen far behind the demand. This manual of American English pronunciation designed to be used in teaching English as a second language will be heralded as an important addition to these teaching materials. The text is best suited for use by adult and literate students who have studied English several years back home or who have had some practical experience with the language in this country.

UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. *Financial Aid for College Students*: U. S. Government Printing Office, 1957. 151p. 50¢.

This bulletin is one of a series of five being published by the Division of Higher Education of the U. S. Office of Education to give more accurate and complete information on financial aid to college students.

### Social Science

BARONDES, ROYAL DE ROHAN. *Garden of the Gods*. Christopher, 1957. 467p. \$6.00.

This book tells of a civilization that existed in primeval time, Mesopotamia. The author has striven "to supply a small handbook of the history, tradition, folklore, and mores for a more intimate knowledge and a warmer appreciation of a remarkable civilization." The book is written in a simple, clear style and is designed for the interested layman and student rather than the specialist.

GLAESER, MARTIN GUSTAVE. *Public Utilities in American Capitalism*. Macmillan, 1957. 624p. \$7.50.

In this study we find an institutional approach to the problems of public utility

regulation in the United States. It brings up to date much scattered material relating to TVA, the St. Lawrence project, and other developments. It is certainly a valuable reference book for the present period.

LEWIS, OSCAR. *The Story of Oregon*. Doubleday, 1957. 56p. \$2.50.

A well-written, beautifully illustrated state history dealing primarily with Oregon's early years. The type of material that will have real appeal to the young reader in particular.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. *Science and the Social Studies*. Howard Cummings, ed. 1956-57, 27th Yearbook. The Council, 1957. 271p. \$5.00.

A timely professional yearbook concerned with the science content of social studies programs. In addition to its purely professional aspects, the yearbook contains excellent discussions of science and technology in undeveloped countries, the IGY, scientific research, scientific agriculture, medical research, and atomic energy.

UNSTEAD, ROBERT JOHN. *People in History*. Macmillan, 1957. 512p. \$3.75.

A broad collection of historical characters, some well-known, others lesser lights. The format and language level make this sizeable volume an especially useful reference for the school library.

# PEABODY *Journal* OF EDUCATION

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# Peabody Journal of Education

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# PEABODY JOURNAL OF EDUCATION

VOLUME 35

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NUMBER 5

## *Editorial*

### “A Star Differeth From Another Star”

A man's thumbprint has no more separateness from the thumbprints of other men than does his personality from theirs. Take, for instance, the personality of Dr. Robert O. Beauchamp. Only in basic things is he like other men. In all other parts he is simply and only Beauchamp.

He has been teaching science in the Peabody Demonstration School for more than a third of a century. That abundance of years has been fruitful. He has become as much a tradition at Peabody as are the pillars, or the qualifying examinations for the doctorate. For Beauchamp, subject matter is something intimate. He teaches physics as something as near and personal as a frosty morning; or as something whose laws govern the stars in their courses. He teaches chemistry as something as immediate as the food we eat; or as something as old as the birth of an element. There is no final way to judge the worth of a teacher except in terms of the lives of those he has taught. Beauchamp can and does compound his personality and the matter he teaches into a lesson occupying an hour of charm and challenge. But his hours do not fade into emptiness when the closing bell rings. They linger in the minds of boys and girls who are emerging into a world throbbing with the motives of science.

Beauchamp is a unique man. He bears the look of uniqueness. He lives uniquely. He walks uniquely. His phrases are uniquely worded. He doesn't have to speak to use a Kentucky drawl. He can smile one. He doesn't permit himself to be stereotyped when he calls out a formula in physics. The formula is correct, of course, but he dramatizes the

pronouncement of it with an unforgettable Beauchamp drollity. He warms his teaching with the genial glow of his own exclusive personality.

It was Nell Angel Smith, one of Peabody's noblest Romans, who turned him to this college. She taught him Latin in the Horse Cave High School. Something of the Pliny the Elder in him called out to the Cicero in her. She didn't casually advise him to enter Peabody. She told him to. And now, three Peabody degrees and a third of a century of teaching later, he has gratitude in his heart for their Roman kinship. But it is a debt that he has amply repaid. The Pliny the Elder in him has called out clearly, imperatively to the Vergils, the Horaces, the Quintilians, the other Plinys among his students. Such telepathy of the spirit starts the mind out on its proper journeys.

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**Spring Commencement at  
George Peabody College for Teachers  
will be on May 30.**

# Public Education in Louisiana

RODNEY CLINE  
Louisiana State University

## I.

As compared to some of the other states of the Union, Louisiana got a rather late start in education as applied to all of her people. Since early in the twentieth century, however, educational developments have gone on at a rapid pace.

For the school year which ended in June, 1956, the following figures show something of the scope and size of school work in Louisiana. Enrollment was 570,000 in elementary schools and 143,000 in high school. Of these elementary and high school youth 460,000 were white, and 253,000 Negro. Eighty-two percent of the total were in public schools; the others in schools operated by private agency. Approximately 23,000 teachers were employed in the public schools.

Annual operating costs in the public elementary and high schools for the year ending in June, 1956, were estimated at about \$200,000,000. In addition, \$38,000,000 was used in the operation of the state-owned colleges and universities, including L. S. U. For the year ending in June, 1957, these higher institutions enrolled approximately 29,000 students of whom 79% were white.

In practically every locality the largest apportionment of *local* tax money was for education. From the *state treasury*, of money appropriated for all purposes, 34% was used for education.

Louisiana has a huge investment in the physical plants of the schools and colleges, including buildings, grounds, equipment, and school buses. For the school year ending in June, 1957, the value of these was by conservative estimate, \$475,000,000, and this includes only the publicly owned property (public schools, \$370,000,000; state colleges, \$50,000,000; Louisiana State University, \$55,000,000). Truly, these facts are impressive. Louisiana has done much to place the opportunity for getting a good education within the reach of all the children and youth of the state.

### *Control and Administration.*

Principal agencies of administrative control of education in Louisiana are the Board of Supervisors of Louisiana State University, the State Board of Education, the State Superintendent of Public Education, the State Department of Education, the local school boards, and the local school superintendents. These agencies have responsibility for and authority over all the public schools and colleges of the state, including trade schools, and schools for the handicapped.

#### *Board of Supervisors of the State University.*

Louisiana State University and Agricultural and Mechanical College is governed by its own Board of Supervisors. This Board is entirely separate from the State Board of Education. The latter controls all public education in Louisiana *except* the State University and A. & M. College, which by law has its own board of control.

The Board of Supervisors consists of fourteen members, plus the governor of the state who is *ex-officio* a member. These fourteen members are appointed by the governor for overlapping terms of fourteen years. They may be men or women. Ten must be alumni or alumnae of the university or its A. & M. College. They may be from any or all parts of the state, and there are no prescribed professional qualifications for membership. Board members receive no pay except for the expense allowance for days on which meetings are held.

The Board makes plans and adopts policies governing all aspects of major importance in the operation of the institution. The president of the University is employed by the Board and serves "at the pleasure of the Board." As the chief administrative officer, the president is responsible for the active operation of the University and its A. & M. College, but always in accordance with the plans and policies of the Board.

The Board of Supervisors then, as representative of the citizens of the state, has control of and the responsibility for the institution which is the capstone of all public education in Louisiana.

#### *State Board of Education.*

The State Board of Education is officially responsible for all public education in Louisiana, except for the state university. This Board is composed of eleven members who are elected by popular vote of the



citizens of the districts which they represent. Qualifications are simple. It is only required that each member be a qualified voter of the district which he or she is chosen to represent. No salary is paid to members of the Board, but an allowance is made for expenses incurred by each in attending meetings.

The responsibilities of the State Board of Education amount to a list that is indeed imposing. These include the prescribing of standards for teacher-education and teacher-certification; the adoption of state approved textbooks for elementary and high schools; the approval of the formulae for the distribution of state money to local school systems; the election of the presidents of the state colleges; and the approval of the financial budgets for the local school systems and public colleges.

### *State Superintendent of Public Education.*

In Louisiana, as in many states, the State Superintendent of Public Education is elected by popular vote. Remarkably, Louisiana has had only four men to serve in this high position during a period of more than fifty years. This indicates a fine continuity of educational leadership. J. B. Aswell served the term 1904-1908; T. H. Harris was the Superintendent for thirty-two years, 1908-1940; John E. Coxe had two terms in office, 1940-1948; and Shelby M. Jackson has been elected repeatedly since first assuming the position in 1948.

The Superintendent is the executive and the administrator in active charge of the work of the public schools and colleges of the state. The State Board of Education formulates policies for the broad lines of educational operation, but the Superintendent is responsible for the practical working of these policies. His salary is \$15,000 a year.

Under the direction of the State Superintendent, Louisiana has 67 local school systems and nine colleges. Also, there are the 26 trade schools, the special schools for the blind, the deaf, and other afflicted persons. Extensive programs of Adult Education and Veterans Training must be operated. All of these are the responsibility of the Superintendent as to their proper operation. Obviously, no one man can deal with such complex responsibilities without considerable help from others. In realization of this fact, the State Department of Education is provided, its members constituting the working staff of the State Superintendent.

### *State Department of Education.*

The State Department of Education in Louisiana consists of a large number of full-time workers, many of whom are well-qualified specialists in some phase of educational responsibility. These have been chosen by the State Superintendent to help him to run the school system of the state. In 1956-57, excluding clerical workers with civil service status, the staff members numbered approximately 150 men and women. Of these, more than half were specialists in some kind of vocational education. The others had responsibilities in varied fields of activity, such as school finance, school transportation, teacher certification, Negro education, music, art, school libraries, primary grades, and physical education.

The State Department of Education in Louisiana has important functions of concern to all of the schools of the state. Though it possesses no authority of its own, its influence is powerful as it acts for and with the State Superintendent in directing the work of public education.

### *Local School Boards.*

Louisiana is composed of 64 parishes (counties), each with its own school system and school board. In addition, each of three cities, Lake Charles, Monroe, and Bogalusa, has its own school system and school board within and independent of the parish in which it is located. Thus, in Louisiana, there are 67 local school systems and 67 local school boards.

Members of the local school boards are chosen by popular vote from districts or wards within their respective parish or city. Local boards of the state vary in membership from five to nineteen.

Responsibilities of the local boards are numerous and large. They choose the superintendent of schools for their parish or city. They employ all of the teachers and other employees of the local school system, usually upon the recommendation of the local superintendent. The Board is responsible for the financial operation of the schools within the local system. Plans must be made for the construction of new buildings. New equipment must be obtained. Old buildings and equipment must be kept in good repair. Money must be budgeted for teachers' salaries, for insurance, for purchase of supplies, and for a host of other necessary expenditures, large and small. Knowledge must be had

of the availability of funds from local, state, and other sources.

### *Local Superintendent.*

Probably the most important act of the local school board is that of choosing the local superintendent of schools. He is the professional school man who devotes his full time to the leadership of the school system as directed and approved by the Board. To be eligible for his position, it is prescribed by the state that the local superintendent is to have had at least five years successful experience in school work, and that three of these years are to have immediately preceded election to the superintendency. His educational qualifications are to include the master's degree with certain stipulated courses in professional education as applying to school administration in its various phases.

The list of responsibilities of the local superintendent is practically the same as that already indicated as pertaining to the local board. The difference is that whereas the Board must adopt plans and formulate policies, the Superintendent must see that these plans and policies are made to work for the benefit of the schools. Basic to this, he is usually the one who, because of his constant contact with the operation of the schools, has made the recommendations from which the plans and policies have been derived. Thus, the Superintendent at the local level is both adviser to and executive officer of the Board.

Altogether, the local superintendent bears much of the burden for the successful operation of the schools. He has a hard job and one of great importance. In recognition of such facts, he is usually paid a relatively high salary, which in some cases exceeds \$15,000 a year.

### *Pattern of Relationships between State and Local Levels.*

Some description has been given as to the state and local boards of education and superintendents. It is now appropriate to note the manner of working relationships by which their efforts are coordinated for the efficient operation of the schools.

Basically, the relationship can be stated as follows: Whereas the local school authorities make most of the decisions governing local educational operations, these decisions must be made in accordance with statewide requirements and policies which come from state school authorities. For example, the local Board chooses the local Superintendent,

but his qualifications for the position are prescribed by the state. The local Board employs the local teachers, but these must have certificates entitling them to teach, as issued by the state. Teachers salaries are paid by the local Board, but the salaries paid must conform to the minimum salary schedule of the state. These and other examples illustrate the fact that local schools are largely the responsibility of the local boards, but that their operation is regulated by requirements and policies that are statewide.

Because of the relationships just described, the public schools of Louisiana operate on a basis of statewide uniformity to a considerable degree. This is more true in this state than in most other parts of the country. The intention underlying the situation is that local initiative be encouraged, while state requirements properly applied insure the maintaining of desirable standards.

## II.

### FINANCING OF PUBLIC EDUCATION IN LOUISIANA

In Louisiana, the costs of providing the school buildings, campus, and major equipment are borne by the locality, that is, the city or parish in which the school is located. These costs are generally met by bond issues with the revenues from taxes on real estate used to pay for the bonds over a period of years.

Annual operating costs of the schools include teacher salaries, bus transportation, books and materials, insurance, utilities, repairs, and other varied expenditures for which money must be provided each year. In Louisiana, approximately two-thirds of this annual-expenditure money comes from the treasury of the state. About one-third is contributed by the localities, while a relatively small amount comes from the federal government. With respect to this division of the tax burden for operating costs, Louisiana is different from the majority of the other forty-seven states. These provide most of their school money through local taxes whereas Louisiana depends mostly upon state taxes. This difference results in the fact that schools in Louisiana are held to a closer conformity to statewide standards and regulations than is true in most states.

Since so much of the school money of Louisiana comes from the



treasury of the state, it is well to note the manner of operation of this phase of school finance.

#### *Per Educable\* Fund.*

The per educable fund is that by which the state each year provides to the local school system a specified amount of money for every child and youth of school age (6-18 inclusive) who lives within the area administered by that board. Presently, the amount thus provided is \$55.00 a year per educable, or person of school age. The number of educables in each locality is determined through the periodic school census. All of school age are counted even though some may be out of school. The entire allocation of funds in this category goes to the *public* schools, even though some of the enumerated educables may be in private schools. For the year ending in June, 1957, the state distribution of per educable funds approximated \$47,000,000.

#### *Equalization Fund.*

The equalization fund is distributed to the local school systems in accordance with a complicated formula adopted by the State Board of Education. Simply, the equalization formula attempts to equalize—or partly to equalize—educational opportunities as these exist in the various localities of the state. Thus, justification is found for using state funds to assist less wealthy parishes to operate schools which are comparable to those operated in the wealthier parishes. By intent, those most greatly in need of help receive the largest proportionate amounts of money.

#### *Teacher Salary Fund.*

The teacher salary fund of the state is a necessary part of the arrangement whereby public school teachers are paid in accordance with a statewide salary schedule. When the statewide salary schedule was first adopted in 1948, it meant that the overall cost of teacher salaries was greatly increased. Some of the parishes were having a difficult time paying the old, lower salaries. The new schedule then, in order to be effective, necessitated help from the state treasury. The teacher salary fund was created to provide this help. As the salary schedule has been

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\*An educable is defined as one who is at least 6 years of age, and who has not as yet attained his 19th birthday.

revised upward to meet advancing costs of living, the state's teacher salary fund has correspondingly been increased. For the school year which ended in June, 1957, the money distributed through this fund amounted to approximately \$38,000,000. In order to adjust to the differences in local ability to finance education, the teacher salary funds of the state are apportioned to the local systems in accordance with the equalization formula referred to in the preceding section.

#### *School Bus Drivers Fund.*

The transportation of pupils to and from school is a large enterprise, and one which costs a considerable part of the overall expenditure for public education in Louisiana. More than 300,000 pupils, white and Negro, daily ride the big yellow school buses which are operated at public expense. In many cases, pupils who attend private schools have the same bus-riding privileges as those enrolled in public schools. Bus drivers, like teachers, are paid in accordance with a statewide salary schedule, so it is necessary that the state provide a supplement for the bus driver salary funds which can be raised locally. Also distributed to the parishes in accordance with the equalization formula, the bus drivers salary fund of the state amounted to more than \$3,000,000 for the school year ending in June, 1957.

#### *Textbook Fund.*

The textbook fund of the state is used to buy the textbooks and related materials which are distributed to the localities and in turn made available to the pupils without charge. These books and materials are provided to all pupils in public and private schools of Louisiana. By means of this arrangement, rich and poor alike have the use of the needed tools of learning. Also, the overall cost of the books and materials is greatly reduced as compared to the retail costs if every pupil bought them on an individual basis. For the school year ending in June, 1957, the amount budgeted for the textbook fund was approximately \$4,000,000.

#### *Hot Lunch Program.*

The last of the state school funds to be mentioned here is that for helping to finance the hot lunch program which pertains to both public

and private schools. Some of the needed support comes from federal and local sources, but the State of Louisiana budgeted \$15,000,000 for this program for the school year beginning in September, 1957.

### III.

#### SOURCES OF SCHOOL MONEY IN LOUISIANA

Having considered a number of facts about the financing of education in the state, it is now appropriate to note the sources of the funds which are thus used.

##### *Local Sources.*

It has already been indicated that the localities must raise the money for school sites, buildings, and major equipment. Also, to the extent of their economic capability, the parishes and cities must raise money to go with state and other funds in meeting the annual costs of operating the schools.

The principal means of raising school money at the local level is the levying of ad valorem (according to value) taxes on real estate. Some of the money thus made available is used to help meet annual operating costs of the schools as indicated. When capital expenditures are needed as for new buildings, it is usual that the locality sells bonds for the necessary amount. Local school boards issued bonds for improving school facilities to the extent of more than \$300,000,000 between 1948 and 1956.

##### *State Sources.*

School money to be distributed by the state comes principally from four sources. These are the severance tax, the sales tax, the state tax on real estate, and appropriations from the state general fund.

The *severance tax* provides the largest part of the state school money of Louisiana. This tax is collected on the removal, or severance, of natural resources. Louisiana is rich in natural resources, such as oil, gas, salt, sulphur, and timber. As these are removed from the state, taxes are levied, and the major portion of the money thus collected is used for public education. For the school year beginning in September, 1957, it is anticipated that the school system of the state will receive about \$73,000,000 from this source.

The *state sales tax* of two percent is dedicated in part to public education. For the school year beginning in September, 1957, it is anticipated that the schools will receive about \$14,500,000 from this source.

Louisiana levies a *state ad valorem tax on real estate* just as the localities do. Nearly half of the proceeds of this tax are dedicated to public education. It is estimated that \$7,000,000 will go to the schools from this source in the year beginning in September, 1957.

The three sources of revenue just mentioned are known as dedicated revenues because, by law, their proceeds go automatically to public education to the extent indicated. In addition, it is necessary that legislative appropriations in large amounts be made from the *State General Fund*. For the school year beginning in September, 1957, the general fund appropriations to public education amount to more than \$48,000,000.

Total state funds for public education in Louisiana now amount to about \$142,500,000 a year. Principally this amount is distributed, as indicated, through the per educable fund, the equalization fund, the teacher and bus drivers funds, the hot lunch fund, and the textbook fund. These large elements of state support, with a few smaller ones, together with locally raised school money, and together with some help from the federal government comprise the program of financing public education in Louisiana.

#### IV.

#### HIGHER EDUCATION

Most of what has already been presented pertains to public education below the college level. It is now appropriate to consider the colleges and universities of the state.

##### *Louisiana State University.*

Reference has already been made to Louisiana State University and Agricultural and Mechanical College. This institution is the capstone of public education in the state. Governed by its own Board of Supervisors, the university serves all of Louisiana. A brief consideration of its many parts will indicate the scope of its activities and services. The main campus at Baton Rouge is the center of the entire institution. On



this campus are the principal administrative offices, the several undergraduate colleges, the graduate school and the law school. From this center emanate the far flung services of general and agricultural extension which reach out to all parts of the state. Approximately 10,000 students enrolled for studies on the main campus in the year beginning in September, 1957.

In addition to the main campus at Baton Rouge, there are several integral parts of the university at various points in the state. These include the school of medicine and the school of nursing in New Orleans; the agricultural center at Chambers, near Alexandria; and the several agricultural experiment stations at various places in the state. Through recent act of the legislature, a division of the university is to be established at New Orleans to provide a program of general studies in that area.

The division of Agricultural Extension of the university directs the work of the county agricultural agents and home demonstration agents who serve even the most remote parts of Louisiana.

### *State Colleges.*

Except for the state university, all public institutions of higher learning in Louisiana are governed by the State Board of Education. Altogether there are nine of these, as follows: Northeast State College at Monroe, Louisiana; Polytechnic Institute at Ruston; Grambling College (Negro) at Grambling; Northwestern State College at Natchitoches; McNeese State College at Lake Charles; Southwestern Louisiana Institute at Lafayette; Francis T. Nicholls State College at Thibodaux; Southeastern Louisiana College at Hammond; and Southern University (Negro) at Scotlandville. All of these are four-year degree granting institutions offering standard programs of study of many kinds. In addition, Louisiana Polytechnic Institute, Northwestern, Southwestern, and Southern University offer programs of graduate study leading to the master's degree. Southern University has a law school and is officially the state agricultural and mechanical college for Negroes.

By act of the legislative session of 1956, it is directed that a branch of the state university be established in New Orleans for white students; and that a branch of Southern University be located in the same city,

for Negroes. Neither of these has materialized as of the school year beginning in September, 1957.

The nine institutions listed above enrolled an approximate total of 19,000 for the school year ending in June, 1957.

### *Financing Public Higher Education.*

Detailed analysis of the financing of public higher education in Louisiana is not appropriate here. It should be understood, however, that these institutions require large sums of money. Principally, they depend upon legislative appropriations from the State General Fund.

The state university benefits from dedicated sources of revenue, but also seeks legislative appropriations. The federal government provides some of the money for the agricultural and mechanical colleges of Louisiana State University and of Southern University. Also, the federal government operates the programs of military training as found in several of the institutions. Student fees are charged in every case. There are other sources of revenue, such as research grants from industry or government, admission charges at public performances, dormitory rentals, et cetera.

An important feature of financing higher education in Louisiana is the providing of certain buildings, such as dormitories on a self-liquidating basis. In such case, bonds are sold as representing the costs of construction, and receipts from rentals are applied to the retirement of the bonds. Also, the federal government under certain conditions makes loans for building construction, the self-liquidating process as just referred to being used in repayment of the loans.

Altogether, the state university budget for the school year beginning in September, 1957, was approximately \$19,600,000 exclusive of capital outlay. For the same year the budgets of the institutions governed by the State Board of Education aggregated approximately \$21,000,000.

### *Private Higher Education.*

Although this writing is primarily concerned with public education, the important existence of privately controlled higher education should also be noted.

The City of New Orleans has several institutions of higher learning.

all of which are controlled by non-public agencies. Tulane University, which includes H. Sophie Newcomb College for Women, is a private, independent university, owned and operated by its own Board of Trustees. Loyola University of the South, St. Mary's Dominican College, Mt. Carmel Normal, Academy of the Holy Angels, Notre Dame Seminary, and Xavier University of Louisiana (Negro) are Catholic. Dillard University (Negro) is independent, and New Orleans Baptist Theological Seminary is Baptist.

Outside of New Orleans, there are Leland College at Baker (Baptist Negro), Louisiana College at Pineville (Baptist), and Centenary College at Shreveport (Methodist).

All of these independent and church-related institutions depend principally for financial support upon endowment, gifts, student fees, and apportionments from church memberships. It is also important that as non-profit institutions they enjoy tax exemption on their property. This represents a form of public assistance in the support of the institutions.

To an extent, the private colleges and universities are controlled by the state. For example, most of them train teachers, and this must be done in accordance with standards adopted by the State Board of Education. Also, the operations of the college or university must accord with the provisions of its charter which is issued by the state.

Figures are not available as to the cost of operation for the private institutions of higher learning, since the money does not come from public sources. Enrollment for these colleges and universities totalled about 17,000 for the year ending in June, 1957.

## V.

### SECONDARY EDUCATION

The public schools of Louisiana operate largely on the traditional 8-4 plan which means an eight-year elementary school articulated with a four-year high school. With increasing frequency, especially in the larger centers of population, this is being replaced by the 6-3-3 plan. This is composed of an elementary program of six years, followed by three years of junior high school and three years of senior high school. In some localities the 6-3-3 may be changed to 6-2-4, or some other variant for reasons of expediency. In places where kindergartens are

to be found as part of the public school system, the organization is expressed as K-8-4, K-6-3-3, et cetera. For practical purposes, in this writing, reference to high schools, high school pupils, and the like will have to do with the standard 9th, 10th, 11th, and 12th grades.

Until after World War I, only a minority of Louisiana youth entered high school. Today, almost all of appropriate age are to be found in high school. In part, the increase may be attributed to the existence of a fairly well enforced school attendance law; but this, in turn, merely expresses the determination of the state citizenry, that all shall receive high school education. For the year ending in June, 1956, approximately 143,000 were enrolled in grades 9-12, with about 101,000 of these being white, and 42,000 Negro. Sixteen percent of the white were in private schools, and the same may be said of 7% of the Negroes.

Until after World War I, the average high school in Louisiana offered courses mainly of the academic pattern, these being intended to prepare the graduate for admission to an academic program of college work. In recent years the program of studies has been broadened to include several types of vocational education, as well as the academic. Presently, six curriculums are approved for use in the accredited high schools of the state. Each local school has the option of using one, all, or any selection from all of them. These are the General (academic), the Business Education, the Agricultural, the Industrial Arts, the Home Economics, and the Cooperative Part-Time Training Curriculum. The last named is intended for students who do not plan to go to college. It entails part-time study at school and part-time work in store, shop, factory, or business office. By cooperative arrangement, the school and employer both participate in the plan by which the student studies at school for part of each day and gets work experience and earns money during the remainder of the day.

The other five curriculums of Louisiana high schools all serve the dual purpose of providing preparation for college admission and, at the same time, giving practical training for life needs for those who will not go to college.

Each curriculum provides for its own characteristic specializations, but they all contain certain courses in common, these being required for all students. Thus, of the seventeen units required for graduation, there must be at least three in English, two in Social Studies, one and a half



or two in Mathematics, one in Science, and one in physical Education. These amount to about half of the seventeen units required for graduation. In addition, it is specified that the seventeen units must contain three majors, or two majors and two minors. (A major is three units in a subject field; a minor is two units in a subject field.)

The statements concerning curriculums and course requirements apply to all approved high schools of the state, public and private, white and Negro. Private schools may exceed state requirements, but cannot do less than conform to them, if the school is approved, or accredited, which is the case wherever possible.

## VI.

### ELEMENTARY EDUCATION

The elementary schools of Louisiana, as in any state, represent the foundational element in the entire structure of education. Fortunately, practically all children, white and Negro, of elementary school age are enrolled in school. Average daily attendance reports show that absenteeism is rather low. To a large extent, the elementary school in Louisiana is housed in an attractive, comfortable building, where safety and sanitation factors are favorable. Many of the pupils ride to and from school daily in publicly operated school buses. All have, without personal expense, well written, attractive textbooks. Library books are available for their use. Playground equipment is usually adequate and varied. A wholesome hot lunch is served daily. Last, but not least in importance, every classroom to an improving extent is in charge of a well trained teacher who is devoted to the service of childhood. It is especially pertinent to note these favorable factors at the level of elementary education, because it reflects the belief of the people of Louisiana that, in the important foundational years, the children deserve the best that can be provided in school.

In the school year ending in June, 1956, approximately 570,000 children were enrolled in the elementary schools of the state (grades 1-8); 82% of these were in public schools; 61% of them were white. It should also be noted that in some local school systems kindergarten is being added as the first rung of the educational ladder. This is especially true in New Orleans.

Many of the elementary schools of an earlier day were one or two-room affairs where children of various ages and grades were together under one teacher. Such schools have practically disappeared from the state of Louisiana. By means of improved transportation, pupils are now taken to centrally located larger schools. As a result, each classroom contains but one grade, or rarely, two grades. This permits betterment of the educational program in many respects.

## VII.

### OTHER FEATURES OF EDUCATION IN LOUISIANA

#### *Negro Education.*

At a number of points in earlier discussions Negro education has been mentioned, hence only brief additional attention is needed on this topic. The most noteworthy characteristic of Negro education in Louisiana is its extremely rapid development and improvement during recent years.

Today, the Negro has virtually the same educational advantages as the white. School buildings are of good quality, many of them exceptionally so. School terms are of standard length. Teachers are qualified on the same basis as white teachers. Their salaries, their tenure, and their retirement benefits are no different from those provided for white teachers. The same thing can be said for curricular enrichment, school bus transportation, free textbooks, and the hot lunch program. At the level of higher education, the state has provided Grambling College and Southern University. These are well financed, well provided as to buildings and equipment, and ably staffed by well educated Negro teachers and administrators. In addition, by court order, Negroes have been admitted to the State University for graduate studies and to three of the state colleges.

#### *Private Schools.*

Although this writing has particularly to do with public education, further notice of privately controlled schools is appropriate at this point. Privately controlled education (below the college level) is much stronger in Louisiana than in most states. The major portion of this is

attributable to the Catholic Church which is dominant in much of the state, especially in New Orleans, and in the southern parishes.

It should be understood that the elementary and high schools under private control in Louisiana operate, in many respects, in accordance with the same practices and regulations as the public schools. Accreditation of the schools is exactly on the same basis, public or private. Teachers are granted certificates in testimony of qualifications which are the same for all. Basic curriculums and courses of study and state adopted textbooks pertain to all of the schools. The hot lunch program and school bus transportation also apply to pupils enrolled in either public or private schools. Graduates of accredited private high schools of the state are admissible to public institutions of higher learning without question.

### *Trade Schools.*

Trade schools in Louisiana represent an important part of public education. Twenty-six of these schools now operate for the service of all parts of the state. Financed partly through federal funds, and in part through state appropriation, the trade schools offer a variety of practical types of training free of charge. Among the courses taught are air-conditioning and refrigeration, automobile mechanics, barbering, business training of several kinds, dressmaking, farm mechanics, practical nursing, radio repair, welding, and watchmaking. Altogether many thousands of adults and young adults are enrolled each year—some to learn a new trade or vocation, others to seek upgrading or improvement in the area of skills already possessed.

In addition to the regular programs of study for adults, several of the trade schools work with nearby high schools so that high school students may receive courses of an industrial arts type for regular credit toward graduation.

### *Adult Education.*

In addition to the adult educational opportunities provided at trade school and in the regular work offered at colleges and universities, Louisiana has widespread activities which are specifically called Adult Education. Included in this category are the many adult short courses offered at the colleges and universities, such as the farmers short course

each summer at L. S. U. For veterans and others, a wide range of educational opportunities is provided under the direction of the State Department of Education. Financial assistance for much of this comes from the federal government. Prominently involved are the veterans On-the-Job Training, Institutional On-Farm Training, and the Adult Education Program which includes training in basic education in such fields as arithmetic, spelling, and reading.

Thus, the adults of Louisiana have splendid access to opportunities for self-improvement through education, usually at no cost to the individual. This self-improvement for many is in the line of upgrading of occupational efficiency. For many others, it consists of getting basic education which for a variety of reasons was not secured in childhood and youth. This latter is particularly significant in that Louisiana for generations has been one of the states with large numbers of uneducated, or poorly educated, adults. By means of the educational opportunities referred to above, adult illiteracy should practically disappear with the present generation; and the average level of educational attainment in the state will rise, year by year.

## VIII.

### CONCLUDING STATEMENT

Having noted a considerable number of facts about education in Louisiana, it is now appropriate to make certain generalizations.

Definitely, the foregoing sections of this presentation show that education in Louisiana is a large, complex, expensive enterprise. When all grades and levels including adult education are considered, pupils together with their teachers, bus drivers, lunchroom workers, and other employed personnel constitute about a fourth of the entire population of the state.\* By far the largest expenditure of public funds is for education. The cost of private education is also considerable.

Education in Louisiana is not only a large, complex and expensive enterprise, but it is becoming larger, more complex, and more costly at a rapid rate. A growing population and a rising birth rate are responsible in part. The state is becoming less rural and more urban, and this

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\*Nearly  $\frac{3}{4}$  of a million are involved in education. Population of the state, 1957, is approximately 3 million.



too is a factor since city-dwelling people must depend upon schools for much of the education of their children. As the state becomes more highly industrialized, a higher level of education is demanded of the job-seeker. Fortunately, industrialization brings the wealth necessary to support schools.

All in all, the main reason for the growth and development of education in Louisiana is that the people believe in it and are willing to make sacrifices to enable their children to get it. Louisiana got a late start in public education. Most of what there is has developed during the past fifty years. But now, the pace of growth is rapid, and it is accelerating.

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# The County Superintendent's Role in Facing the Realities of Change

**C. C. TRILLINGHAM**  
**Superintendent of Schools**  
**Los Angeles County**  
**Los Angeles, California**

It is a high compliment to be asked to speak to this group. It is a privilege to be counted as one of you. Lois Clark and I remember with great pleasure our participation in the Texas Conference of School Administrators last June. One of the rewarding experiences of being President-Elect of AASA has been meeting with my fellow Superintendents in Iowa, Minnesota, and New Jersey, with still other meetings coming up in the near future. I sincerely hope that while serving AASA in an official capacity I may also advance the cause of county and rural area Superintendents throughout the country. I was very much impressed with the warm and moving tribute we have just heard to one of our own—former County Superintendent Coblentz of Ohio. This was really the story of the county superintendency in America. This remarkable school man encompassed in his lifetime the significant changes that have come to our office. His clear vision, undaunted courage and tireless energy in meeting the demands of changing conditions resulted in unusual professional leadership and service. And to realize that his largest community had a population of 4,000 makes his record all the more remarkable.

The problems that faced County Superintendent Coblentz are the same challenges that face county and rural area Superintendents today. Beginning his service at a time when the county schools office concerned itself mainly with clerical detail and record keeping, and the County Superintendent himself wielded a kind of modified police power, he saw beyond the low order functions and made it his business to promote those high order functions that would result in better educational opportunities for boys and girls of his county.

He faced the age-old problems of district reorganization, transporta-

tion, building construction, finance, and legislation that are common to us, but he didn't stop with the provision of the mere physical necessities for good teaching and learning.

Listen to this: Homemaking, industrial arts, agriculture, adult education, Veteran's training, special education for the handicapped, driver education, field trips, play days, music festivals, up-grading of custodians and cafeteria managers, and in-service opportunities for teachers in the form of workshops and committee assignments, just to mention a few. He knew that you can't build a program without building people. He knew that good communication and participation promoted morale and the feeling of security. He was concerned not only with what teachers did with their jobs but also with what the jobs did to the teachers.

What a record; I know I have repeated some of the story for emphasis but I must go on!

I can add nothing that will be very new or startling or profound. I *would* like to say a few things I've come to believe about our profession and its contribution to our American Way of Life. After 36 years in the business I have developed certain convictions. One of them is that our American system of universal education is one of the four great foundation stones that has made America a great nation. In its importance, education shares the limelight with:

1. Our system of constitutional government and the Bill of Rights.
2. Our system of free, competitive, economic enterprise.
3. Our system of Judeo-Christian religion.

Our system of universal education consists of public, private, and parochial schools. Each has a right to exist. They should supplement rather than compete with each other. Private and Parochial schools with high standards and well-prepared teachers give our citizens freedom of choice, but the public schools must do the lion's share of the job if we are to equip all boys and girls to face the problems of modern living.

Public schools are the common denominator of American life as they include children and youth from every racial background, religious faith, political belief, economic status, and a wide variety of ability from the genius to the moron. In times of great controversy, the public schools are our single greatest unifying influence.

In most of our states, there are three levels or areas of educational responsibility—the State Department of Education, the County Superintendent's Office, or intermediate unit, and the local school district. Properly organized, they should share responsibility and hold partnership status. Each has its own unique functions to perform. The county thus exists as a service agency to the local school districts in upgrading their educational programs, and to the State Department of Education in handling the housekeeping functions.

Our job is to serve the districts, not to run them. The county tries to strengthen and supplement, not supplant or compete with the program of the local district. We recognize that the districts are the operating agencies. The center of gravity of education in any county is not in the county office but in the school districts where the teachers work directly with children and youth.

In the words of Dr. Laurence Derthick, U. S. Commissioner of Education, we at the county or intermediate level attempt to provide leadership without domination and assistance without interference. We realize that our services won't be effective unless they are wanted, and they won't be wanted unless they are of high quality.

Thus, in addition to the concepts of leadership and service, a good county service program helps guarantee equal educational opportunity to all boys and girls, regardless of the size, location, and financial status of their school districts, by supplementing the district program with those essential services the district is unable to provide with reasonable economy.

I'm going to lead with my chin and prophesy that in the next 25 years one of the great developments in American education will be the emergence of the county or intermediate unit as a resource agency to make available coordination and consultative services to all districts in the county, as well as the usual direct services to the smaller districts.

Whether or not we fulfill our destiny will depend upon our willingness to face the realities of changing conditions. There are those who tell us that if school districts were properly organized, the office of county superintendent of schools would go the way of the dodo bird. Some county superintendents seem to fear this prediction. Unless we see the vision and are willing to assume a new and more significant role, the office could and perhaps should pass into oblivion.



Others hold that when districts become fewer, stronger and larger, the county office will be called on for a high level of service that it never even dreamed of in the good old days. Dr. Strayer told the California County Superintendents ten years ago when some people were urging the abolition of the office that "if the intermediate unit did not exist in California somebody would have to invent it. It is a necessary unit in the administrative pattern. It isn't conceivable that you can get along without it."

I hope you will pardon me if I inject some Los Angeles County experience into this talk. Last year our average daily attendance for the county was 1,033,407. Instead of our office going out of business, the calls for service increased. As a result of the great growth, we are rapidly moving from fewer direct services in individual school districts to more cooperative coordination services to groups of school districts, or on a county-wide basis. For example, our physical fitness project, our child study program, and our science leadership series are county-wide in scope. A study on juvenile delinquency prevention coordinated by our office includes the ten largest cities in the county, such as Los Angeles, Long Beach, and Pasadena. Twenty so-called independent school districts participated in the preparation of our new elementary course of study and have adopted it officially as their own.

Today we work less with teachers directly and more with district leadership in evaluating programs, assessing needs, determining strengths and weaknesses, establishing priorities, and planning improvements. This requires increasingly top level competence on the part of our staff. This illustrates what I mean when I say we must change our services to meet changing conditions.

May I now mention some other changes that face the county or intermediate unit.

1. As the stepchild of American education, the county superintendent needs greater professional prestige, but that prestige must be earned.
  - (a) Certification standards for the county superintendent and his professional staff should be as high as those for other members of the profession. This calls for change in some states.

- (b) There should be adequate state financial support for the intermediate service program. This will serve two purposes—that of making the office less dependent upon other political agencies, and providing for some financial equalization between counties.
- (c) The Legislature should determine the salaries of the county superintendents in line with the responsibilities carried and the services rendered.

In California we refer to these three gains as the three P's—personnel, program, and pay—and the result has been increased professional prestige.

2. Instead of running for office on a political basis, the county or intermediate unit superintendent should be appointed to office by a properly constituted lay board and should serve as its executive officer. We would then fall in line with accepted practice at the state and district levels.
3. Another change called for in some areas is that from trying to solve our own problems by ourselves to teaming up with the rest of the profession. This means close cooperation with other administrators in our states. They must be brought to see our problems and must help in their solution. The same close relationship is needed, of course, with the teacher associations, school boards, parent-teacher, state department of education, and our Legislatures. This is also the reason I urge county and rural area superintendents to belong to AASA as well as continuing to support our own Department and Division. AASA needs your support and you need its program of leadership and services.
4. As county superintendents, our work will always include, but must go on beyond, the strictly rural concept. The county office must always champion the cause of the small, the poor, the isolated school district if we are to realize our goal of equal educational opportunity to all, but with growth and reorganization, many of our thriving service programs are found in predominantly metropolitan areas and they are serving all districts, not merely the little fellows. Rural education is everybody's business and will always be exceedingly important. However, the intermediate

office today embraces the whole county or intermediate area. I suppose I feel this problem because I can drive all day and never get out of town.

5. Another change that should be considered will jolt many of us but we must face up to reality. It is conceivable that the intermediate superintendency may need to be reorganized in terms of a regional concept rather than the present county geographic concept. As a matter of economy, it is possible that a half dozen or more counties may need to work together to provide proper audio-visual aids or psychological services, for example, to their boys and girls. I am sure that the state of Kansas would be unable to finance adequately all of the present 105 county offices to supplement their school districts with a full roster of educational services. It is heartening to know that several states are studying the problem of what structure is needed for adequate intermediate areas. It will take a lot of courage to face such a possible change from today's pattern of county organization, but I believe we should look at the problem squarely. Our potential probably cannot be realized without some reorganization at the intermediate level.
6. Another change in some areas is that from imposing a program upon districts which we in the central office think is best to that of building a program which grows out of the needs and requests of the local school districts. Superintendent Coblenz had the knack of getting people together to work on their own problems.

It seems to be human nature for any level to take over the work of the level below it when the lower level lacks vigor and leadership. However, if we believe in the concept of grass-roots democracy, we must change that pattern to one of each level trying to strengthen the level below it. I believe this new concept is basic to our success in the days ahead.

There is probably much more that might be said. I have perhaps made some of you mad.

I close with the thought that all of us who serve as county and rural area superintendents take time at home and through our National organ-

izations to study the problem that the realities of changing conditions force upon us. We must be able and willing to project ourselves ahead of personalities and jobs to consider the real issues. We must engage in continuous self-appraisal of our present situation, sincerely and objectively, not shying away from controversial issues. We must look at the future with a minimum of personal identification and a maximum of concern for what is best for the boys and girls of our respective states. This will be the test of our professional maturity.



# The Conflict of Science and Ethics in College Youth

CHARLES I. GLICKSBERG  
Brooklyn College

Wherever we turn nowadays, we come across alarming reports about the dangerous collapse of Western morality. Civilization, it is alleged, is definitely at loose ends, anarchy is about to engulf the world. This in effect is the familiar and fundamental theme sounded by such thinkers as Toynbee, Erich Fromm, Lewis Mumford, and others. Some preach a return to religion; others urge a rediscovery of first principles; still others hold up the ideal of humanism; but there is fairly general agreement as to the diagnosis. Spiritually our culture has reached the crossroads; morality has lost its traditional sanctions; modern man does not know where to turn for help or what to believe in. Psychoanalysis, Marxism, the cult of materialism, the rule of money, the impact of the theory of relativism, the popular spread of Sartrean Existentialism, all this has devitalized the power of morality. Cynicism in many quarters is in the ascendant. The urgent problem of our day is summed up in the question: how can man, especially the young, live without a code of moral values?

Why has the term "morality" fallen into such bad repute among the intelligentsia on the campus? Historical reasons can be found. It was during the debunking twenties that the younger generation first became suspicious of the term. What did moral commandments represent but the stultifying, inhibiting force of tradition, the demand for adherence to Puritanic conventions. Hence the young liberated spirits of that decade went out of their way not only to fulminate against the cant of morality but also to flout it openly. That was the mark of their emancipation and that was the iconoclastic heritage of negation they bequeathed to their children. Seriously to affirm the necessity for assuming moral responsibility for our actions is considered by some college students to be as absurd as asking one to believe in the Ptolemaic theory of the universe. There are no higher laws, no universal ideals, no

absolute standards. Who, they ask, can point to a single moral principle which all men feel compelled to follow? This is the moral relativism that some college students frequently espouse in the name of science, but they interpret it in a curious fashion. For them it appears to mean they are under no necessity to make any moral commitment. They do not have to choose. They will conduct their life according to the dictates of the moment, the laws of expediency. No action, they argue, is categorically forbidden; indeed, nothing is forbidden. Murder is proscribed by law, but in time of war is not the most efficient killer publicly acclaimed a hero? Unfortunately, when these rebellious spirits try to build a house of life on such flimsy foundations, they soon find themselves without a roof over their heads. A conception of freedom that does not set limits to human desire is, as Spinoza taught and Wordsworth knew, self-defeating.

In maintaining, as some do, that anything goes in society or business, so long as one "can get away with it," the young in college are reflecting the drastic changes in the moral landscape which have taken place in the last half century. Priding themselves on their scientific realism, many of them declare their conviction that man is an animal. Therefore, why evince surprise at the fact that violence has erupted in the modern age? Science is able to explain why all this occurs. The scientist describes the world—a world he never made—as it is and not as men would like to have it. On the other hand, they observe that psychology does come to grips with the problem of personality disorders and is thus compelled to postulate a concept of "normality." But Freudianism, by placing primary emphasis upon the biological instincts, has tended to generate in the young a rooted distrust of the spiritual.

Consequently, it is not surprising that many of them are morally confused. If the mind, like the body, is the result of a long evolutionary process, if the unconscious is king and man is no longer master in his own house, then moral truths no longer possess any absolute validity. Here the young, like their elders, confront the moral dilemma of the twentieth century. Cultural relativism has given way to a cult of moral relativism. What is left for man but to conclude that happiness lies in the gratification of his organic needs, that he must embrace, like Pater, a philosophy of the fleeting moment? Yet the moral conflict somehow stubbornly persists. Is man's moral nature as well as his heritage of

values to be denied? Are moral commitments, as the logical positivists would have it, neither true nor false but only an expression of preference? Is each man, as Sartre preaches, the architect of his destiny and arbiter of his own moral code? If relativism is to be consistently applied, then, as the students venture to ask, does anything go? Is it true that the culture in which the individual lives determines the kind of moral system to which he adheres?

The young, however, are not unmindful of the dangers inherent in such a relativistic outlook. Historical events in the past two decades—totalitarianism, political murders, massacres, blood-baths, concentration camps, crematoria—have aroused in them a degree of horror not compatible with the assumption that everything is permissible and that no one is responsible. The stamping out of the last vestiges of freedom in totalitarian countries, the inferno of the concentration camps, the genocidal campaign directed against the Jews, all this has called forth a burst of condemnation that cannot be easily reconciled with a philosophy of ethical relativism. It is apparent that the conscience of the young is not governed by their biological instincts. They cannot see “evil” done on earth and not be filled with a haunting sense of guilt. But if that is the case, then the extreme relativists or logical positivists among college youth must revise their belief that moral values are a matter of taste or prejudice.

In an article (published in the *Bulletin* of the American Association of University Professors) evaluating the new moral attitudes of college youth, Marie Syrkin refers to the remarkable outspokenness of her students on matters relating to sex, their astonishing freedom from prudery, and particularly their familiarity with the Oedipus complex and various aspects of sexual abnormality. Uninhibited in their speech, they do not look upon sexual abnormality as something to be condemned. What, after all, constitutes the norm? Tough-minded and undismayed, they face life without rose-colored illusions. No longer do they turn to rabbi or minister or priest for guidance and they unhesitatingly reject the father as an authoritarian figure.

Is psychoanalysis, as the students sometimes seem to assume, actually neutral on matters of moral value? Is “adjustment,” whatever they may mean, the ideal to be sought? Is suppression “bad” and “gratification” good? Is man at best an irrational creature, who cannot possibly

justify the values he lives by or professes to live by? Are all ideals neurotically tainted? Are those who, like Shelley, seek to liberate oppressed mankind simply "projecting" their own hostility against parental despotism? Psychoanalysis does not, as is frequently maintained, rest on a nihilistic base. It operates on the belief that man can be helped to choose between rational and irrational values, between authentic and inauthentic goals. A mature person should choose his own values and formulate his own ethical philosophy, one that makes it possible for him to fulfill his highest potentialities. But those students who endeavor to apply the scientific method to the moral sphere generally get lost in a labyrinth of confusion, for they have not yet worked out a coherent philosophy of life; they have not determined what is to be the ultimate goal of their striving and the unifying purpose of their existence. Some, in fact, defeat their own spiritual quest by assuming that the search for the ultimate meaning of life represents a *meaningless* kind of inquiry. Yet through the ages, as Henry Adams points out in his autobiography, mankind has persisted in the search, even though the questions remain largely unanswered. Why assume that an unanswerable question is meaningless?

To balance the picture, it should be pointed out that a number of students are aware that science is incapable of answering precisely those questions which most vitally affect the destiny of man, the questions man *must* answer if he is to make his life meaningful. While many students point with pride to the fact of progress, to all those stupendous scientific achievements that distinguish man from the animal world, there are some who declare that while the atomic bomb represents the greatest triumph of the scientific mind, it threatens to destroy the human race. "Like Prometheus who gave the Greeks fire," one student writes, "the atomic scientists have brought the wrath of the gods down on mankind." Science has increasingly become a tool of destructive warfare. Though it has given us a great deal of "know-how" and considerable control over nature, it cannot tell us what to do with the power it has placed in our hands. Boast of the fact of progress? What this student would like to know is "what kind of progress, and towards what goal. Is it to be toward three-dimensional comics, or perhaps toward nine-hundred horse-power baby carriages?" Man, he concludes soberly, "can



never really evolve until he has answered the questions that cannot but must be answered.”

Those, however, who insist that progress is basically good, absolve the scientists of guilt; the research workers in science do not wish to employ the instruments of technology to the detriment of society. That is not only an unwarranted but absurd conclusion to draw. On the contrary, their aim is to raise the standard of living, improve the quality of life, call forth new and ever higher powers. In short, those who believe that man stands alone in the universe replace the old faith in God with the new myth of progress. Prayer will not solve, they feel, the formidable problems man has to face today. “Even though there is no God, man still has a destiny, and that destiny is progress. Science is the answer to our problems. With the aid of the scientific attitude, man can achieve his own ‘heaven on earth.’ ” Science is the true Messiah, science is the road to salvation.

For the clock of history, these defenders of science contend, cannot be turned back. Facing confidently toward the future, modern man must “flow along with the river of time.” Those “reactionaries” who call for a moratorium on scientific invention, see only the evil that science brings forth. These evils are undoubtedly real, but it is only the coward who fears the inexorable forward march of progress and the disclosure of the truth. “The realistic and courageous person acknowledges the fact evil may spring from progress,” one student declares, “and he is willing to struggle against it when it arises.” Has not the Industrial Revolution conferred many positive benefits on mankind? Even though the release of the atomic bomb over Japan inaugurated a dangerous atomic race, the picture is not entirely a discouraging one, for atomic energy is now being used for the improvement of civilization: to generate power, to cure cancer. Inventions, when first introduced, are often treated with hostility and fear, but gradually man learns to tame these frightening monsters. “It is vital at this point in our history for men to believe in themselves. . . . For the race of man has no desire to destroy itself.”

Yet even the most fanatical devotees of science among college youth are troubled when they endeavor to draw up a naturalistically grounded system of morality. How can moral values be justified in scientifically unimpeachable terms? They are nevertheless convinced that if they can

present no scientifically creditable reasons for the existence of God, then such a religious belief must be relegated to the dustbin of exploded superstitions. On the other hand, a few students simply affirm that God exists and that there is a life after death. Such affirmations of faith, they declare, are not susceptible of empirical proof and are therefore beyond dispute. What many students find disturbing in a book like *Man in the Modern World*, by Julian Huxley, is his repeated statement that science does not concern itself with insoluble problems, with questions dealing with the First Cause or Ultimate Reality. They are far from satisfied with a scientific philosophy that traces their descent from simpler forms of life and assigns them a definite place in the hierarchy of biological forms in the naturalistic universe. Fundamentally they dislike the categorical assumption that man is *purely* a biological type, a unique species of animal. Many of them are frankly disturbed by Huxley's contention that henceforth morality is not to be supported by the absolutes of religion. Consciously or unconsciously, according to Huxley, men create their own values, and in time the human race may be able to determine its own destiny. This is the scientific outlook that repels a number of students, though many take it easily in their stride, prepared to believe that man stands alone.

In discussing man's animal heritage, some college students feel that the picture drawn by biologists is overdone, if not utterly false. They protest against the "negative" portrait of human nature that scientific writers present. Though there is evil in the world, people, they feel, are, by and large, loving and kind, humane and decent, cooperative and charitable. "Religion as an Objective Problem," an essay in *Man in the Modern World*, arouses the most intense opposition on the part of some students, for it assails their most cherished convictions. Though Huxley assures the reader that the death of the gods does not mean the end of religion (as he defines it) but a profound change in theology, they are not reassured. For them the disappearance of God involved a radical transvaluation of values; people need God, they urge, someone to whom they can pray and turn in times of distress. Huxley, they complain, offers no shred of consolation, no ray of hope.

The reading of Huxley does force even the religious-minded students to face the theological dilemma posed by a God who has created the universe. If He is the author of the world, then He must be looked upon

as the origin of all evil as well as all good, responsible for everything that takes place, the disasters as well as the triumphs. But how can they reconcile themselves to a God who, as creator of the universe, must take credit for its iniquities and abominations as well as its blessings? Here is the metaphysical conundrum that Job in his anguish and affliction sought to solve.

In *Science and the Modern World*, by Whitehead, the students are introduced to a more temperate and better balanced treatment of the conflict between science and religion, which has always gone on. Why should the student hastily abandon doctrines for which he has solid evidence? As Whitehead points out, science is concerned with "the laws" that govern physical phenomena, while religion is devoted to the contemplation of moral and aesthetic values. One formulates the theory of gravitation while the other fixes its gaze on "the beauty of holiness." The conflict must nevertheless be faced and the contradictions that spring up must somehow be resolved. The adventurous young mind cannot be halted in its explorations by a "no trespassing" sign. It cannot rest content in dogma and tradition. Ideas and values change; they cannot remain unalterably fixed. In his analysis of the problem, Whitehead makes the observation that as science makes its advances religion will undergo various modifications, but its fundamental truth will remain. When Whitehead defines religion as "the reaction of human nature to its search for God," the students ask, but what is religion? It is Whitehead's description of what he considers to be the essential character of the religious spirit which serves in some measure to neutralize the intransigent tone of Huxley's diatribe:

"Religion is the vision of something which stands beyond, behind, and within, the passing flux of immediate things; something which is real, and yet waiting to be realized; something which is a remote possibility, and yet the greatest of present facts; something that gives meaning to all that passes, and yet eludes apprehension; something whose possession is the finest good, and yet it is beyond all reach; something which is the ultimate ideal, and yet the hopeless quest."

Even this description, which uses ambiguity and paradox to suggest the nature of that which is ineffable, was criticized by some students on the ground that it was too vague, offering little or nothing that one could believe in concretely.

But apart from matters of religion, the consensus of student opinion seems to be that morality is man-made. If one refrains from committing some reprehensible action, is it not because he is deterred by the thought of the punishment society would inflict if he were caught in the act? Still these students have to take into account the recoil of conscience, the operation of the inner check. Some proceed to draw a distinction between obeying the moral injunctions that spring from the mores of the social order and responding to the moral commandments that come from within. A man is legally considered innocent, though he may be guilty, so long as he has not been apprehended. Fear of punishment, however, is not a positive moral value; even animals can be conditioned to behave in a given way. Many people, that is to say, are actually "immoral," though society holds them up as pillars of respectability and exemplars of "success." Not that the young are as a rule under any illusions about the conditions they must face in "the practical world." "In order to get ahead in our civilization," one student declares, "a person must lack this inner sense of morality, since we live in a 'dog-eat-dog' society." An unremitting conflict thus goes on between the standards of inner morality and the system of external conformity.

While some students, as we have seen, stand firm in their belief that man is inherently good, the majority voice the opinion that college unwittingly undermines the moral foundations of the young, for it teaches them, in principle, to be non-conformist in their thinking, critical in their outlook, altruistic in their behavior, while society demands that they adjust as best they can to the competitive struggle. Parents and teachers preach the virtues of honesty and righteousness, but the young students confess that in the heat of battle it is difficult for them to determine what is right and wrong. Only the students who are religious in their orientation remain consistently affirmative in their conception of human nature. Man is not merely a higher animal, they insist; he is a creature of God, and his purpose is to know and serve God and prepare himself for the afterlife. The dominant mood in the classroom, however, is that of relativism. Who is God that man should emulate Him? Is God really "good?" Is not the Old Testament full of stories of cruelty and bloodshed and murder? Man must face the realities of this world without dependence on some miraculous supernatural power. How can an intelligent person believe in a God whose existence can never be



proved? One student sums up the prevailing attitude when he writes:

"I do not even care whether or not a God exists. I live my life day by day and do not prepare myself for a life after death, which may even exist. Many is the time that I am told that it is necessary to believe in something. I believe in myself. I am my own God and I rule my life as I see fit. I confess to myself and look for answers in myself, and I never run away from reality."

The problem of evil, however, arises to confound these students and set to naught their neat scientific formulas. How account for the catastrophic eruption of evil in the modern world? On what grounds, if at all, is it to be justified? Some students, resolutely logical to the end, insist on applying scientific criteria to all phenomena, including the moral issue. Living as they do in a relativistic universe, they decide to rule out all categorical imperatives. Every action must be judged in the light of the circumstances that accompany it. What about Hitler and his plan to destroy all "enemies" of the Third Reich? Even for this, they have a ready answer. The personnel of the German concentration camps who received orders from higher headquarters were not guilty of any crime against humanity. They were simply obeying the laws of the land. If Germany had won the war, would these men not have been rewarded for their loyalty? (Such an interpretation, significantly enough, fits in very well with the personality structure of the dedicated Nazi who felt that what was a command represented the expression of supreme duty, never pausing to inquire whether he was compelled, out of a sense of personal responsibility, to carry out orders that were evil and inhuman. In fact, many Germans still do not believe that they were guilty of any crime.)

Again, it is chiefly the religious-minded students who furiously denounce such wicked reasoning. Even in a world governed by relativity, were there not certain obligations that could not be repudiated? Was not the commandment, "Thou shalt not kill," universally true, a "higher" duty than any decree promulgated by a totalitarian ruler? It is the duty of every man to refuse to obey orders that violate the fundamental principles which bind humanity together. Otherwise we transform the world into a howling jungle, a madhouse.

Even those who could not take refuge in God, were still moved by the

desire to live up to some moral ideal that would be an expression of their higher self. One girl, for example, declared she is the priest of her own conscience. She must be the keeper of her own values if she is to lead a truly happy life. "I must love 'me' if I can ever love another." In the struggle to work out their own values, a number of students gather enough courage to reject what they consider the dictatorship of science, its pretensions to exercising a monopoly on the truth. One student wrote that he could not see how "a person can search for happiness or success in a world ruled by fate or evolution." Where does the individual fit into the evolutionary scheme? In a deterministic universe, what control does one have over the forces that blindly shape his life? The world which science pictures fails to conform to the image of the heart's desire. How can the young adjust themselves to life in a universe that is without purpose? If the gods are but projections of subjective illusion, if the universe does not correspond to the cravings of the mind and heart, then it follows that moral categories are not inherent in nature; they simply represent man's options.

But is it possible, some students wonder, to construct a naturalistic ethic that will consider the objective consequences of any action, without reference to some absolute standard of good and evil? Can moral principles be tested by the results they bring about when put into practice? If science is to become the sovereign guide of life, then what happens to the freedom of the will? The result of scientism, one student complains, is that people "begin to look to science as the God which will answer their prayers and cater to their every wish. The prevailing opinion is that in due time and if we give our engineers a free hand, they will construct for us a Kingdom of Heaven right here on earth." But the development of the hydrogen bomb has effectually shattered this naive and optimistic faith in progress. Science, this student contends, is but a tool which can be used for good or evil ends, depending on the wisdom of the men who control it. "The advances of science," he warns, "are not grounds for unbounded optimism. There are many questions that life poses which the engineers cannot answer with their slide rules. These questions lie in the field of human values. . . ." Nor, as another student points out, has the God of Science succeeded in explaining the mystery of the universe. How did living matter originate from inorganic substances? If God can be dispensed with in a mature

civilization, as some scientists argue, then what about the workings of conscience? Is not conscience, in effect, "an 'internalized' God?" Moreover, in a time of catastrophic danger and distress like the present, can man turn to science for solace and support? Science is not infallible. No technical instrument can help to solve the mystery of life. "The whole history of Evolution," this student declares, "is spotted with mysteries." Though the theory of evolution cannot be denied, it can be reinterpreted in a more meaningful light as conforming to a moral purpose. Can the growth of the human mind, for example, from its simple primordial beginning, be attributed to the blundering mechanism of chance? Whereas all other biological creatures are ruled exclusively by the instinct of survival, man reacts, and lives, according to criteria of right and wrong, ideals for which, when the occasion imperatively demands it, he is willing to die.

Thus a minority of students conclude that man, by becoming absorbed in technology, has sacrificed his vital, instinctive energies in the struggle to achieve mastery over matter, becoming the virtual slave of the tools he has invented. But rational thought is not the whole of man. Man, these students affirm, is not to be reduced to the status and function of a machine. If he thinks of himself as a machine, then he forfeits his individuality, his integrity of feeling, his human essence and uniqueness. Emulating Prometheus, modern man, in quest of power, has asserted his own will and sought to assume unchecked control over nature. His achievement of mechanical and material progress has given him immense confidence in himself, but lately the seeds of doubt have begun to take root. A small but growing number of students point to the fact that they are now forced to live in two discrete worlds, not to be reconciled, the world of subjective states and moral values on the one hand and, on the other, the world of numbers, energy, and process. In short, this articulate minority is beginning to complain that the scientific method has advanced so rapidly and so triumphantly that it has gotten out of hand and threatens to destroy the race.

What is more, this group is no longer hesitant or apologetic about asserting their beliefs. They are eager to determine what aspirations are worth pursuing, what values are genuinely life-nourishing. They have no urge to impose their beliefs on others, but they are driven by the need to know which values are "good" for them. Though only a few

students possess either the courage or the knowledge to challenge the authority of science, a number of them, as we have noted, deny that science is capable of answering the questions that man asks of life. What is more, they cannot accept the thesis that science furnishes all that is required for the rational management of life. If scientific engineering is to govern the future of humanity, then is not the margin of human freedom reduced to nothingness? The consequences of such a system of scientific control, they feel, are that the scientist is placed in the seat of power, but who can say that the scientists possess the wisdom to determine which type of conditioned human product is the ideal?

The gods of science, a small number of college students have come to feel, cannot satisfy the fundamental needs of human nature. They question the assumption that man is nothing but an animal and that his environment is the decisive influence shaping his character and behavior, for if that is so then man is no longer in charge of his destiny, responsible for his actions. Everything he is or becomes is the end result of his previous conditioning. Though man, they argue, may have much in common with his animal ancestry, he is a unique kind of animal, cherishing ideals, affirming beliefs, creating values and acting on them. Regardless of what logic may say about the matter, they are convinced that man is endowed with free will and must assume responsibility for what he does. Science can tell us little or nothing about the important sphere of value judgments. Are all problems henceforth to be solved under scientific auspices? They deny it is so. Science dogmatically refuses to acknowledge the existence of anything that lies outside its realm. No longer dazzled by the substitution of mechanical for manual labor, a small group of spiritually awakened students are now engaged in a quest for those moral values that will lend meaning and justification to their life.





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# Mental Discipline and the Modern Curriculum

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“Mental discipline,” Ernest C. Moore wrote in 1919, “is the central problem of educational philosophy . . . the attitude which we take upon this problem determines as nothing else does what we put into courses of study and how we teach that which we attempt to teach.” His observation is as much to the point today as it was then. Far from being the dead issue it is sometimes supposed to be, mental discipline remains one of the fundamental issues which the contemporary curriculum planner must consider. The mental discipline issue, as a matter of fact, is central to the great debate currently raging with respect to educational aims and means. Witness, for example, the frequent criticisms of the modern school to the effect that it is neglecting its primary function, that of developing students’ powers of mind. Witness also the typical rejoinders to such criticisms—that they are based on an outmoded, if not thoroughly discredited, theory of learning. It sometimes seems that neither participant in this debate understands the views of his opponent, or the available evidence, with respect to mental discipline. Perhaps the time is right for a re-examination of the concept, and a re-appraisal of its implications for the modern curriculum.

One reason for the great debate about intellectual training is the fact that the expression *mental discipline* has not always meant the same thing to all men, nor does it have a single, universally-accepted meaning today. Like so many other terms, it has been changing in connotation and denotation since the beginning of the century, and very likely will continue to do so. Thus, one person may be “for” it, another “against” it, and a third midway between—but they all might be thinking of quite different things. As the term has been and is generally used, however, it seems to come down to this: the psychological view that the mind—whatever that might be—can somehow be trained to operate more efficiently “in general,” and the philosophical

conviction that such training constitutes one of the primary purposes of schooling. If mental discipline is thus conceived, at least two basic questions must be considered: (A) the scientific question as to the possibility of training the mind, and (B) the philosophical question as to the relative importance of mental training as an educational aim.

With respect to the first question, it might be recalled that the general idea of mental discipline, which harkens back at least until the time of Plato, has over the centuries assumed a number of different guises and has been implied in a number of different educational theories. By the nineteenth century, one such theory, which was later labeled *formal discipline*, had gained a rather widespread acceptance. According to formal discipline, education consisted in strengthening the powers or faculties of mind by exercising them, preferably on such abstract materials as classical languages and mathematics. For disciplinary purposes, the content of school subjects was held to be of secondary importance; it was their form or degree of difficulty which was thought to be especially efficacious for the production of minds able to function well in any field of endeavor.

By the beginning of the twentieth century, this particular theory of mental discipline—which, it must be emphasized, is only one explanation of how the mind might be trained—had been challenged by experimental investigation. Eventually the whole notion of mental training, and along with it the idea of transfer of training, became identified with this extreme theory of formal discipline, and consequently became suspect.

Within the last half-century or so, literally hundreds of studies have been made of the mental discipline-formal discipline-transfer of training problem. One of the net results of all this experimentation has been the rather clear-cut conclusion that, whatever the limitations of nineteenth-century formal discipline may have been (and they were numerous, some highly unrealistic claims having been made in the name of that doctrine), the transfer of intellectual habits, skills and attitudes is a distinct psychological possibility. Thus, modification, not abandonment, of the theory of mental transfer seemed to be called for.

Although a number of experimental studies have lent support to the idea of mental transfer, the pertinent investigations are usually

interpreted as having answered the first question in the negative, or at best as having given very hesitantly a cautious affirmative answer, replete with qualifications and reservations. Perhaps a majority of those who have passed through teacher-training institutions have been led to believe that any idea of mental discipline is no longer psychologically tenable. It certainly is not fashionable. One cannot help wonder, however, that so many educationists should have accepted the scant and often irrelevant "evidence" presented in some of these studies as sufficient grounds for abandoning centuries of educational tradition. The scientific findings in short, simply do not warrant the dim view of mental discipline so often expressed by educationists today.

Responses to the second, the philosophical question, are more helpful in accounting for this attitude. Rather frequently the response has been that modern life makes so many demands on the individual, demands for which the school must prepare him, that very much time and effort spent on intellectual training to the exclusion of other, more important goals would not be a service to the student. Moreover, it has been suggested that mental discipline would not "work" as an educational aim in a democratic school, whose doors must remain open to one and all, since only a small percentage of students could profit by the type of instruction aimed at developing intellectual power. Thus, the major opposition to mental discipline seems to be primarily philosophic, rather than psychological, in nature: the aims of a democratic school must be of interest to, and attainable by, all.

It would be a mistake, then, to by-pass consideration of mental discipline in the work of curriculum planning on the grounds that educational psychologists disposed of mental discipline once and for all in 1901, 1924 or at any other time. It would be a serious error to reject the idea of mental training—or the development of sound intellectual habits which can be generalized and transferred—on the basis of questionable, overworked evidence levelled against nineteenth-century varieties of formal discipline. While psychological research may have rendered obsolete such phrases as "training the faculties of mind" as they were used a century ago it has encouraged the quest for ways and means of developing habits of orderly thought, of logical reasoning, of accuracy in weighing evidence, of suspending judgment until sufficient evidence has been gathered and analyzed, of



critically examining claims before they are accepted, of persistence in the face of intellectual difficulty, and of precision in formulating and communicating thoughts. Development of such habits and related skills along with an attitude of respect for clear thinking—rather than the exercising of mental faculties on subject-matter completely devoid of genuine interest—constitutes a valid theory of mental discipline which educational “conservatives” and “progressives” might be willing to accept as a point of departure for the eventual resolution of some of their differences regarding the curriculum.

There is no reason why mental discipline thus conceived should be limited to the study of abstract subjects, why it should not be as interesting and pleasant a process as a good teacher can make it, why it should have to exclude attention to personal, social and other goals, or why the student should not acquire a considerable amount of valuable knowledge along with his mental training. But mental discipline thus conceived cannot be easy, superficial, centered around trivial “problems” of ephemeral interest, or attained merely by discussing whatever happens to come to mind.

Some may subscribe to this viewpoint, but protest that this is not mental discipline. Some may have been so conditioned that they find the very words distasteful. Labels, of course, are not always very important. But instead of continuing to remind one another of the shortcomings of the nineteenth-century “straw man,” those responsible for the modern curriculum might at least recognize that the implications of mental discipline have changed in detail from what they might have been in the 1880’s, although essentially the words signify what they always did. While the metaphysical assumptions underlying the idea, and suggested means of attaining the goal have, in many cases, changed since the latter part of the last century, psychological research has demonstrated the possibility of developing good mental habits, skills and attitudes. Whether or not such development is referred to as mental discipline or not does not matter. What matters is that ways and means of developing such habits should be a major pre-occupation of the contemporary curriculum designer.

But the second—the philosophical—question remains to be considered. *Even if* mental discipline is an attainable goal, is it as important for twentieth-century youth as, say, personality development, social

adjustment, vocational preparation, the acquisition of information, or some of the other aims of education which have been set forth in the last half-century.

This question, of course, cannot be answered with an unequivocal yes or no, although such unequivocal answers have been advanced. The "either-or" approach seems completely out of place in this day and age when the need for intellectual discipline, as well as personal, social, emotional, moral, vocational and other kinds of guidance is almost too obvious to be mentioned. While the school cannot soberly claim to provide the student with all the guidance he needs, it can—and perhaps should—attempt to furnish at least a minimum of direction in all of these areas. But, since the school cannot do everything for the student, the question is: where should it place its emphasis? How can its time and resources be most efficiently used to help the student as much as possible? This is one of the most basic questions the curriculum planner can ask.

It would seem that a curriculum organized around, or directed toward, mental discipline would be a most economical means of helping the individual student learn to cope with his personal, social and other every-day problems—not by dealing with each of them directly and specifically, but by fashioning the mind of the learner so that he will be able to see his way through to a solution himself. The development of good habits of thinking, in other words, should almost automatically take care of a good number of his other needs. In short, a well-trained mind would be, in its own right, the most valuable possession the school can help the student attain.

There remains, of course, the practical and difficult problem of devising means of attaining the goal under discussion. If educators—conservatives, progressives, middle-of-the-roaders and whatever other kinds there may be—can agree on a goal, they can find ways of reaching it. There will be differences of opinion, of course, as to the direction to be taken. It will probably be found that there is more than one good route. But if the very possibility of ever finding means or of reaching the goal is denied, then, of course, the means will never be found.

The purpose of this article has not been to suggest a curriculum to promote mental discipline. It has been, rather, simply to suggest that:

the entire question of mental discipline is still an open one, that experimental investigations seem to verify the possibility of developing mental habits, attitudes and skills which can be transferred to situations outside the classroom, that mental discipline might better be conceived in terms of fostering such habits than in terms of developing discrete mental faculties, that the promotion of good mental habits is a most important function of the school, and that a major task of the contemporary curriculum planner is to provide for the development of such habits in the school that can be transferred to the life of the student outside the school.

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*Annotators for this issue:* Jack Allen, Robert M. Bjork, Myrtle Bomar, John E. Brewton, Don E. Cassel, Claude S. Chadwick, Beatrice M. Clutch, Kenneth S. Cooper, T. W. Cowan, Virginia M. Davis, Mildred English, Norman Frost, William J. Griffin, T. R. Griffith, Clifton L. Hall, R. L. Kammerud, Lucile C. LaSalle, Susan B. Riley, Virginia Robinson, Anna Loe Russell, H. Craig Sipe, Robert Polk Thomson, William H. Vaughan, Emmett Vokes, Thomas Dale Warren, Shirley Marie Watts, Joseph R. Whitaker, Sam P. Wiggins, F. Lynwood Wren, Werner Zepernick.

### Arts

MCBRIDE, MARY MARGARET. *Harvest of American Cooking*. Putnam, 1957. 453p. \$7.50.

A collection of 1,000 recipes representing the favorite foods of the 48 states. The author also draws from her personal experience in discussing characteristics and history of American cookery by region and state. Very good reading.

MYERS, BERNARD SAMUEL. *Art and Civilization*. McGraw-Hill, 1957. 757p. \$9.50.

This book is clearly presented with all phases of art developed concurrently rather than in sections as other survey texts do. We intend to use the book as a text next year in the Art Department.

### Children's Literature

ALBERT, MARVIN H. *The Long White Road: Ernest Shackleton Antarctic Adventures*. McKay, 1957. 175p. \$3.00.

A stirring account of expeditions into Antarctica early in the present century. The current interest in polar adventures will

make this book even more appealing to young readers.

BARRETT, ANNE. *Songbird's Grove*. Bobbs, 1957. 192p. \$3.00.

The intense feelings and action of youth; the potential gangster and the sturdy citizen; the interplay of grown-ups and the aged; these are brought into sharp focus in the setting of a London street that narrowly missed becoming a slum. The characters are almost Dickensque in their exaggeration, but they make a living picture for high school children.

BLAISDELL, MARY FRANCIS. *Cherry Tree Children*. rev. ed. Little, 1957. 61p. \$2.50.

A slightly cut version on one of the early children's books. The illustrations by Anne Marie Jauss are so good that children wish there were more. The squirrels, rabbits, and crows come very much alive, and friendly with the scare-crow. Read to children 4 and 5. Let 6 and 7 year olds read it themselves.

BOAL, BOBBY SNOW. *A Tree for Phyllis and Me*. W. R. Scott, 1957. 45p. \$2.50.

Reminiscences of tree climbing and associated activities, vividly presented in picture and story. To be read to pre-school children.

BRANLEY, FRANKLIN M. *Exploring By Satellite*. Crowell, 1957. 40p. \$3.00.

The author presents accurate and well illustrated factual information about the United States version of the earth satellite. Able junior high school youth will find the book a very valuable source of information.

BRANLEY, FRANKLIN M. *Solar Energy*. Crowell, 1957. 117p. \$2.75.

Solar energy promises us controlled heat, fresh water from the sea, abundant food from algae, and electricity. This book provides details enough to stir the imagination of the early teen-ager. The author by carefully worded text and clear diagrams, calls attention to research underway in trapping more of the sun's energy, and lays the foundation for a thoughtful and creative youth to take over.

BRENNER, ANITA. *Dumb Juan and the Bandits*. W. R. Scott, 1957. unpaginated. \$2.50.

Juan was so stupid that he did dumb things. The dumbest of all was when he frightened the robbers. Then he had their gold and was a very rich man. Nobody called him dumb anymore. For children 4 to 8.

BRENNER, BARBARA. *Somebody's Slippers, Somebody's Shoes*. W. R. Scott, 1957. unpaginated. \$2.50.

Shoes, shoes, and more shoes and slippers, and the children who own them. Then there is one little boy who has no clothes on his feet. Story and pictures for very young children.

CHRISTENSEN, GARDELL DANO. *Chuck Woodchuck's Secret*. Holt, 1957. 63p. \$2.25.

News that there was a secret was spread throughout the forest. Finally, there was a secret club, but they had to let Chuck join to tell what the secret was. Children will enjoy reading this themselves during the latter part of the second grade, or in the third grade.

CHUTE, BEATRICE JOY. *The Blue*

*Cup, and Other Stories*. Dutton, 1957. 221p. \$3.50.

Charm, humor, and gentleness characterize this collection of short fiction. Themes about which stories are written are ageless and the writing is of high quality. Arrangement is according to subject so that four stories belong to childhood, four to the "in-between" and four to the "older ones." However, they will probably be best appreciated by mature readers.

CLARK, FRANKLIN STETSON. *Cuter Tooter*. Lothrop, 1957. 183p. \$3.00.

Bob Brown had the good luck to make a trip to Colorado with his father to bring a load of horses for use in the Spanish-American War. They promised to bring Bob's sister a donkey. Cuter-Tooter is the donkey, and his story and Bob's will interest upper elementary readers.

CLARK, MARY LOE. *You and How the World Began*. Children's Press, 1957. 61p. \$2.00.

A long view across millions of years that are but a moment in all of geologic Time. Explains, in simple terms, the two main theories regarding the formation of the planet Earth. The Tidal Theory and the Nebular Theory.

COMMAGER, HENRY STEELE. *The First Book of American History*. Watts, 1957. 62p. \$1.95.

An elementary account from Columbus to Franklin D. Roosevelt but with emphasis almost solely on the period before 1865. The writing and format combine to make this an interesting item for young readers.

CROWELL, MARYALICIA. *A Horse in the House*. W. R. Scott, 1957. unpaginated. \$2.50.

Jenny wanted a pet, but the folks downstairs didn't want a dog, and the lady on the first floor didn't want a cat. So Jenny brought in the policeman's horse. Then she had to take him out again, but she got both a puppy and a kitten. Delightful story and illustrations for pre-school children.

DE OSMA, LUPE. *The Witches' Ride, and Other Tales from Costa Rica*. Morrow, 1957. 190p. \$3.00.

Costa Rican customs, Catholic faith, delightful humor, make these folk stories refreshingly different from their Old World counterparts. Children will laugh with pleasure at the witches depicted here rather than scream with fright. The author-artist has flavored both her stories and her pictures with a blend of magic and humor and beauty the like of which you will not often find.

DOANE, PELAGIE. *One Rainy Night*. Oxford, 1957. unpaginated. \$2.00.

Story and illustrations together give something of a child's wonder at rain in the night. To be read to children about 4 to 7 years old.

DODWORTH, DOROTHY L. Mrs. *Doodlepunk Trades Work*. W. R. Scott, 1957. unpaginated. \$2.25.

Mrs. Doodlepunk, aged 7, trades her washing job for her dolls' clothes for construction work on a tree house for Mr. Frizzboy. After misadventures they return to their respective jobs much more happily. Story and illustrations for ages 3-6.

DORRITT, SUSAN. *Wait Till Sunday*. Abelard-Schuman, 1957. unpaginated. \$2.50.

This story of working and looking forward to a day of rest, and of resting and anticipating things to be done is admirable aided by the illustrations in color by Roger Duvoisin. Just about right for 5 to 8 year olds.

DRURY, MAXINE. *George and the Long Rifle*. Longmans, 1957. 117p. \$2.50.

A story for young people about a youngster who came to the Ohio frontier in 1819. The historical content is meager, but the story is an entertaining one.

ELAM, RICHARD M. *Teenage Super Science Stories*. Lantern, 1957. 253p. \$2.75.

Space fiction has its place in learning about and maintaining interest in science. This book is among the best of its type.

ELAM, RICHARD M. *Young Readers*

*Science Fiction Stories*. Lantern, 1957. 191p. \$2.50.

Such a book will help the intermediate child develop some physical concepts of space travel.

FOSTER, MARIAN CURTIS. *Miss Flora McFlimsey and the Little Red Schoolhouse*. Lothrop, 1957. unpaginated. \$1.50.

The little world of Miss Flora McFlimsey is widening, and now there is added to its miniature landscape, a tiny red schoolhouse for dolls. This as well as the other previously published stories of Miss Flora McFlimsey will be entertaining to ages 4-8.

FREEMAN, IRA MAXIMILIAN. *All About Electricity*. Random House, 1957. 141p. \$1.95.

Would you want to learn something about the discovery of electricity, or magnetism, of electric generators, of the transmission of power, of the telephone, of radio, and of television? If you were an average teen-ager, then find a copy of this well illustrated and ably written book in the All About Series.

GAULT, WILLIAM CAMPBELL. *Bruce Benedict, Halfback*. Dutton, 1957. 192p. \$2.75.

Bruce was a half-hearted halfback. The story of how he became a dedicated athlete has tenseness and excitement. There is a good deal of sound philosophy of life for boys 12 to 16.

GREENE, CARLA. *I Want To Be a Coal Miner*. Children's Press, 1957. unpaginated. \$2.00.

This is another book in the well-liked "I Want To Be" series. Text is simple, sensible and informative. Type is large. Pictures are many and gay. These books invite reading.

GREENE, CARLA. *I Want To Be A Pilot*. Children's Press, 1957. unpaginated. \$2.00.

Here is straight-forward information for young model builders on how a man becomes a pilot. A welcome addition to the series of "I Want To Be" books designed to encourage independent reading.



HULL, ELEANOR. *Suddenly the Sun, A Biography of Shizuko Takahashi.* Friendship, 1957. 139p. \$2.75.

1886, Japan, seems long ago and far away but Shizu's life story begins there and ends in the United States after World War II. Lying between the years is the blending of two cultures in a lifetime of service to home, community, church, even to becoming "Mother of the Year." This is a heart-warming, heart-rending, well-told true story that should be moving and challenging to youth.

HURD, EDITH THACHER. *Fox in a Box.* Doubleday, 1957. unpag. \$2.50.

Joe had a bow that he had made like a real Indian bow. Now he was going hunting for a fox to put in a box for a pet. But he was a mightier hunter than he knew. For Joe caught, not a fox, but a lion. Now, as everybody knows lions don't make good pets. Joe found out that foxes don't either. How he finally caught just the right pet is a gay story that expresses the dreams of every little boy who stalks wild animals in the back yard.

HYDE, MARGARET O. *Exploring Earth and Space: The Story of the I. G. Y.* McGraw, 1957. 160p. \$3.00.

A factual account of current research in earth sciences will appeal to the serious minded adolescent. This is such an introductory book on some of the work for the International Geophysical Year—satellites, physiological problems of space travel, upper atmospheric research, solar energy, weather studies, Antarctica, and the earth's structure.

JANE, MARY C. *Mystery at Pemaquid Point.* Lippincott, 1957. 126p. \$2.25.

Who was the thief and arsonist at Pemaquid Point? Elizabeth was visiting there, and her friend, Henry, was suspected. The two children have plenty of trouble finding out the real criminal. Boys and girls 7 to 10 will like to try to guess who it is, but most of them won't be right.

KEATLEY, JOHN H. *Annapolis Plebe.* Duell, 1957. 174p. \$3.00.

Would be of special interest to Navy men and especially to graduates of Annapolis.

There is a hint of the romantic angle but it is kept quite subdued by the life at Annapolis—demerits and all.

KRAMER, NORA. *Storybook for Fives and Sixes.* Gilbert Press, 1956. 128p. \$2.95.

Nora Kramer's *Storybook for Three's and Four's* has earned a distinctive place among books for children. Acclaimed by librarians, teachers and parents, it has already brought hours of pleasure to many thousands of children. Now Mrs. Kramer has compiled a companion book, this time choosing stories and poems to fit the tastes and interests of children from five to six. Mrs. Kramer has tested every selection in the book with the preferences of actual children in this age group.

LA CROIX, ROBERT DE. *Mysteries of the Pacific;* Tr. from the French by James Cleugh. Day, 1957. 252p. \$3.50.

In this book, Robert de la Croix recounts eleven real-life riddles beginning with the disappearance of La Pérouse and ending with Amelia Earhart's. Between them come stories of desert islands, castaways, and ghost ships to satisfy every lover of sea lore and mystery. The author has mixed fact and historical imagination well and has produced a dramatic and exciting book.

LENT, HENRY B. *Flight Overseas.* Macmillan, 1957. 170p. \$3.00.

This is a well-told story of the preparations for, the operations in, and the passenger's reaction to transatlantic flight. Children who desire to increase the range of their own experience through reading will love the book.

LEROI-GOURHAN, ANDRE. *Prehistoric Man.* Philosophical, 1957. 119p. \$4.75.

A fascinating story of how little bits of evidence are put together to find what man was like before he learned to write or draw.

MARINO, DOROTHY. *Edward and the Boxes.* Lippincott, 1957. unpag. \$2.25.

Edward liked to crawl in boxes, or put his pets into boxes too small for them. What his mother thought and said when she came to put things away it will take this story and these pictures to tell. Ages 3-6.

MEHTA, VED PARKASH. *Face to Face*. Little, 1957. 370p. \$4.50.

The young author, a native of India, blinded in his early years by meningitis, offers a literarily excellent, intelligent and sensitive account of his life in two cultures: India and the United States. The book gives Western readers new understandings of the post-war conflicts that tore Egypt and a look at ourselves through the perceptions of a visitor. Excellent reading for young and old.

MILLER, JANE. *The Ill-Tempered Tiger*. Lippincott, 1957. unpag. \$2.00.

This gay little picture book for pre-school children shows the ill temper of Mr. Tiger, its cause and the cure. The price is high.

MONTGOMERY, RUTHERFORD GEORGE. *Tom Pittman, USAF*. Duell, 1957. 152p. \$3.00.

The story of Tom Pittman, Air Force pilot, bombardier, navigator and radar man shows those qualities which make heroes. He lost a foot in an accident, but even that could not keep him from flying. A good story well told for teen-agers.

NEURATH, MARIE. *New Wonders in Flying*. Lothrop, 1957. 36p. \$2.00.

Excellent diagrams and simply written text tell the story of recent advances in helicopters, jet aircraft, and ideas about nuclear propulsion of planes. This book will appeal to elementary school children.

PALLAS, NORVIN. *The Empty House Mystery*. Washburn, 1957. 176p. \$2.75.

This exciting mystery will hold the interest of any reader who likes the excitement of solving a problem. Two youthful males take on the publishing of a newspaper and solving a highway mystery.

PAYNE, JOHN BALFOUR. *The Leprechaun of Bayou Luce*. Hastings, 1957. 60p. \$2.75.

The little boy in this book gets great fun just from different ways of looking at things. He has discovered that something can appear to be now this and now that. Behind all these surprises is the fascinating principle of point of view. Here an accomplished artist dramatizes this concept with vivacious drawings and in a boy's own words.

PINE, TILLIE S. *The Pilgrims Knew*. McGraw, 1957. 32p. \$2.00.

A clever combination of history and science for very young readers. The reader is told how the Pilgrims (really stands for all colonists) made candles, soap, etc., and how we make them today. Then there are simple experiments suggested for a child to perform which illustrate the scientific principles involved.

RECK, ALMA KEHOE. *The First Books of Festivals Around the World*. Watts, 1957. 57p. \$1.95.

In this book ten colorful festivals are simply and vividly described. Among the festivals presented are The Befana Fair in Italy; the carnival at Arequipa, Peru; the Candy festival in Turkey; the Mid-summer Eve Festival in Finland; and Posadas in Mexico, a delightful combination of religious pageantry and party-going. Excellent book to introduce children to the national customs of a variety of peoples of the world.

RIESENBERG, FELIX. *Balboa: Swordsman and Conquistador*. Random House, 1956. 178p. \$1.50.

One of the excellent *Landmark* series for upper grades and junior high dealing with the life of the great Spanish explorers whose life, the author rightly assures us, "is a story of adventure which needs no polishing."

ROGERS, FRANCES. *Lens Magic*. Lippincott, 1957. 160p. \$2.75.

An older child reading for the first time about the details of handling hot glass and the development of microscopes, telescopes, photography, and the things these devices tell us will find this book challenging and informative.

ROSS, FRANK XAVIER. *The Ice Island: The Story of Antarctica*. Crowell, 1957. 218p. \$3.50.

A colorful history of an area of the world that today is very much in the limelight. Much geographic information is included. The book is further enhanced by a number of excellent photographs. A fine reference for the school library but also informative reading for an adult.

SHAFFER, ROBERT. *The Crocodile Tomb*. Holt, 1957. 190p. \$3.00.

Young David Bruce has a theory that mummified crocodiles were removed from some of the pyramids. His determination to find them leads to new discoveries, and to friendship with the Seamica family. A story likely to widen the interests of children 12 to 16 years of age.

SHAFTER, TOBY. *Edna St. Vincent Millay: America's Best-Loved Poet*. Messner, 1957. 192p. \$2.95.

A fictionalized treatment of Miss Millay's life. Biographical facts are few, there is little information on her poetry, and no adequate criticism. Recommended for younger readers.

SHERBURNE, ZOA. *The High White Wall*. Morrow, 1957. 220p. \$2.75.

Teen-age Leeann follows her desire to move upward from her family's lower class interest and housing by accepting a job behind the "high white wall" that marks the exclusive residential area. The problems and the joys that result from her action make interesting teen-girl reading. Perhaps too-pat psychological explanations for the behavior of some characters are offered by unbelievable Leeann, but the book is, on the whole, well-written.

STARRETT, VINCENT. *The Great All-Star Animal League Ball Game*. Dodd, 1957. unpag. \$2.75.

Vincent Starrett wrote this fresh and funny presentation of an old theme because he likes baseball and animals—and especially children who like to read about the games that animals play. For such children (and their parents), here is a unique combination of two of their very favorite ingredients for a good book—animals and baseball.

STEINER, CHARLOTTE. *Karoleena*. Doubleday, 1957. 90p. \$2.75.

This is the story of a little girl named Karoleena, who lived long ago in a little town that was not in America. It is also the story of the little town with its stone fountain and market place and of the quaint resort in the mountains where Karoleena spent the summer. Charlotte Steiner lived in just such a place when she was a little

girl, and her charming pictures and text make it come gaily to life.

TERKEL, STUDS. *Giants of Jazz*. Crowell, 1957. 215p. \$3.00.

This book, written for upper elementary and junior high students, gives a chapter about each of twelve great jazz musicians. These range from the early days of jazz to our own time.

VERY, ALICE. *Round the Year Plays for Children; 35 Royalty Free Plays for All Occasions*. Plays, Inc., 1957. 279p. \$3.50.

A variety of plays for youngsters. Special holidays, the seasons, and childhood incidents in the lives of a number of heroes are featured in this group of royalty-free plays. Simple instructions are given for producing the plays. Such stories as "Jack and the Beanstalk," "The Shoemaker and the Elves," and "The Three Sillies" are dramatized. Excellent source of suitable material for youngsters to use in school programs.

WERNER, JANE. *Nursery Tales*. Simon, 1957. 128p. \$1.00.

28 selected stories from Goldilocks to Epamimandos. For some reason the name Epamimandos is omitted; otherwise the stories are complete and the illustrations in color are delightful.

WILLIAMS, JAY AND RAYMOND AB-RASHKIN. *Danny Dunn on a Desert Island*. McGraw, 1957. 159p. \$2.75.

A story of ten intense, exciting days in which Joe is captured by the natives, Dr. Grimes is caught in his own man-trap and Danny proves he is more scientific in his approach than he seems. Lots of very amusing pictures by Ezra Jack Keats.

YOUNG, STANLEY. *Tippecanoe and Tyler, Too*. Random, 1957. 177p. \$1.95. *Landmark Book*.

A junior biography of William Henry Harrison. The format is pleasant and the illustrations are good. The style is clear, but the biography is uncritical.

ZARCHY, HARRY. *Wheel of Time*. Crowell, 1957. 133p. \$2.75.

A study of time, how men have thought



of it over the centuries, and how they have measured it. Notable for its simplicity of language, this book explains the concept of time in ways that young students can readily comprehend. A useful reference for the school library.

## Education and Psychology

BRAMELD, THEODORE. *Cultural Foundations of Education*. Harper, 1957. 330p. \$5.00.

The author of this book is a very fluent and gifted writer in his field of education and philosophy. Here he attempts to "utilize philosophy as a bridge connecting the theory of education as a central institution of organized human life and the nature of culture as a central concept of the social sciences." Brameld is never dull and always challenging.

BRANDWEIN, PAUL F. *The Gifted Student As Future Scientist*. Harcourt, 1955. 107p. \$2.00.

A well written treatise on identifying and teaching gifted youth, with focus on science in secondary schools. Emphasis is upon the special qualities of teachers of these gifted youth, discovered from a variety of investigations.

CARRE, JOHN F. *The Psychology of Piano Teaching*. new and rev. ed. Belwin, 1957. 88p. \$2.00.

Dr. Carre attempts an impossible number of approaches to the piano . . . it's history as an instrument, the science of playing it, the business aspects of teaching it . . . all in 79 pages. None of his material is adequately treated—a most superficial treatment of very important subjects.

KAGIN, EDWIN. *James Wallace of Macalester*. Doubleday, 1957. 255p. \$3.50.

The story of a man who as a member of the faculty and then as president struggled for years to establish firmly Macalester College. A just tribute to an indomitable spirit.

KANDEL, ISAAC LEON. *American Education in the Twentieth Century*.

Harvard, 1957. 247p. \$5.00.

No living educator is better able to write this book than the author. It is clear and straightforward. A copy should be on the desk of every educator, since its index provides quick reference for anyone wishing to look up recent developments in education. The author's discussions of controversial issues are exemplary for penetration, fair-mindedness, and clarity.

LIVELY, CHARLES E. AND J. J. PREISS. *Conservation Education in American Colleges*. Ronald, 1957. 267p. \$5.00.

A report on a national survey of conservation teaching in colleges and universities made under the sponsorship of the Conservation Foundation.

MARBURT, ANN. *The Tarnished Tower*. McKay, 1957. 283p. \$3.95.

A novel about intra-faculty jealousies and conniving that might take place on a college campus. It exaggerates these difficulties and truly places a college faculty in a "tarnished" light. The book is well written and the author holds the attention of the reader until the last sentence is completed. The villain is an over ambitious and exceedingly selfish young college professor. The quiet and serious wife of the villain is the heroine.

MAYER, FREDERICK. *Education and the Good Life*. Public Affairs Press, 1957. 123p. \$2.50.

A brief and valuable treatment of the topic. The author's chapters on "The voice of criticism," "Wisdom and the good life," "The conquest of fear," and "Religion in American life" are particularly rich. The book is written in an easy style and should appeal to the laymen as well as the philosopher.

MEYER, ADOLPHE E. *An Educational History of the American People*. McGraw, 1957. 444p. \$6.00.

A readable and well illustrated text. The book could be used to introduce teachers in training to American Public Education. It is not overburdened with notes and bibliography and students can read it with enjoyment. It is recommended to all who teach introductory courses in education.



POOLEY, ROBERT CECIL. *Teaching English Grammar*. Appleton, 1957. 207p. \$2.50.

Professor Pooley has here provided an excellent summary of the history of grammar teaching, a description of its present status, and an intelligently planned program for improvement. He outlines a useful handling of grammar teaching from the elementary school through the first year of college. Every English teacher should know this book.

SCHMIDT, GEORGE P. *The Liberal Arts College*. Rutgers University Press, 1957. 310p. \$6.00.

This account of American Liberal Arts Colleges covers almost three centuries. All kinds of colleges, large and small, are dealt with. The author writes in a warm, human style and his story is fascinating. There is not a dull page in this book, and it should be in every college library.

SPEARS, HAROLD. *Curriculum Planning Through In-Service Programs*. Prentice-Hall, 1957. 350p. \$4.50.

A highly readable and unique book, consisting of descriptions of key success factors in in-service education among some of the better school systems throughout America. Well organized, and patly illustrated, this is a recommended addition to the professional library of all instructional leaders.

WANDT, EDWIN AND GERALD W. BROWN. *Essentials of Education Evaluation*. Holt, 1957. 117p. \$1.40, pa.

A valuable primer for teachers with limited background in this area, and useful reference for all teachers. The authors do a nice job of translating abstract ideas into concrete terms. The book is not limited to evaluation, but considers problems associated with reporting to parents as well.

WICKISER, RALPH L. *An Introduction to Art Education*. World Book, 1957. 342p. \$6.25.

I feel that this book is especially strong in the pre-secondary areas, and should be useful to pre-school through elementary grades. It has many good photographs, some in color. Psychological and sociological fac-

tors are pointed toward the teachers of the total curriculum as well as specialists in art.

YEARBOOK OF EDUCATION, 1957; *Education and Philosophy*. World Book Co., 1957. 592p. \$8.50.

A valuable reference work containing chapters by distinguished authorities on education in many parts of the world. The book has been prepared under auspices of the University of London Institute of Education and Teachers College, Columbia University.

## Health and Physical Education

FRANCE. MARINE. GROUPE D'ETUDES ET DE RECHERCHES SOUS-MARINES. *The Complete Manual of Free Diving*, by Philippe Tailliez. Putnam, 1957. 185p. \$4.00.

A highly technical book of facts regarding the French Navy's Undersea Development. This book would probably interest only those individuals connected with such activities. The plates are interesting to the layman—at least I enjoyed them!

KRAUS, RICHARD G. *Play Activities for Boys and Girls; Six Through Twelve*. McGraw, 1957. 236p. \$4.95.

This publication by Kraus covers a great variety of activities rather than just one type. I like the traditional along with the new and particularly the creative possibilities which are easy to stimulate and guide particularly for the ages 6-12. I ordered this book as soon as it was published just as I have done for many years with any Kraus publication.

## Library Science

HALL, ELVA JEAN. *Books to Build On*. 2d ed. Bowker, 1957. 79p. \$2.00, pa.

This is the second edition of an extremely useful volume. It is a subject list of recommended books on the junior high and elementary school level, plus a few articles on the work of the school library reprinted from *Junior Libraries*. Librarians and school teachers will find it to be an invaluable aid.

LUDOVICI, LAURENCE JAMES. *Nobel Prize Winners*. Associated Booksellers, 1957. 226p. \$3.75.

A Nobel Prize is one of the greatest international distinctions which can be awarded to individuals today. This book presents the readers with a gallery of word and photographic portraits of some of the eminent persons in widely different sphere of interests who have received one of these coveted awards. These portraits are more than routine biographies of journalistic profiles, for their authors are almost as eminent as the subjects.

## Literature

BRERETON, GEOFFREY. *An Introduction to the French Poets*. Essentials Books, 1957. 302p. \$5.00.

A series of studies of individual French poets from Villon through the post-surrealists. A fragmentary effect is avoided through an over-lapping discussion of such terms as the "classic" and the "baroque," pure poetry" and "effective communication" and other questions common to all poetry. A valuable study.

BROOKS, VAN WYCK. *Days of the Phoenix*. Dutton, 1957. 193p. \$3.95.

America's most distinguished literary historian here recreates the exciting cultural atmosphere of the period during and after World War I, when new ideas and passionate crusades seemed to be starting a fresh era in American life. A delightful combination of personal reminiscence and literary history, this book throws new light on the many artists and writers Brooks knew and worked with in the hopeful Twenties—among them Edward Arlington Robinson, Sinclair Lewis, Theodore Dreiser, Sherwood Anderson, Waldo Frank, Hendrik Willem van Loon, Malcolm Cowley, John Dos Passos and H. L. Mencken.

HULME, KATHRYN CAVARLY. *The Nun's Story*. Little, 1956. 339p. \$4.00.

A story, based on an actual incident, of a Sister Luke and her struggles to live the life of a religious. Her experiences are told through her younger days as a postulant in

the mother house in Belgium, through the years of service in a hospital in Africa, to World War II when what she sees and undergoes brings about a spiritual crisis which causes her to leave the order. The author develops the story with understanding and without sentimentality.

## Music

CASALS, PABLO. *Conversations with Casals*. Dutton, 1957. 240p. \$5.00.

This book deals with the life of Casals, with Casals as an artist, and with his views on music of yesterday and today. This book should be of great interest to all music lovers. It contains a wealth of information. There are also several interesting illustrations. The whole book is written in question-answer form, which gets somewhat tiresome after a while.

LEICHTENTRITT, HUGO. *Music of the Western Nations*. Harvard, 1957. 324p. \$5.00.

An excellent treatise dealing with the music and musicians of the Western nations for the last 3,000 years. An unusual feature is the inclusion of Hebrew musicians. An excellent addition to a library dealing with general facts of the Western nations.

PINCHERLE, MARC. *Corelli: His Life—His Work*; Tr. by Hubert E. M. Russell. Norton, 1956. 236p. \$4.00.

Fascinating and scholarly account of Corelli's life and associations with his contemporaries in art and music. The second section deals with his works; much new light is thrown on his concepts of performance—ornamentation and acoustics, particularly.

## Philosophy and Religion

CONNOLLY, F. G. *Science Versus Philosophy*. Philosophical, 1957. 90p. \$3.75.

A distinguished Thomist analyzes the present controversy between scientists and philosophers. His book is brief, clear, and to the point.

GREENE, THEODORE MEYER. *Liberalism, Its Theory and Practice*. University of Texas Press, 1957. 219p. \$4.50.

This is the sort of book that college seniors and graduate students can read with profit. At a time like the present when Liberalism is being questioned and even challenged, Professor Greene's discussion of the topics is of the greatest value. He is temperate and scholarly, and yet he writes with a good deal of force.

HUME, DAVID. *The Natural History of Religion*. Stanford, 1957. 76p. \$1.75.

A reprint of a philosophical classic that caused considerable stir in its time. It is good to have a new edition of this brief work completely edited for the use of modern students. Recent growth of interest in the writings of Hume will no doubt lead many readers to his speculation on natural religion; such students will welcome this volume.

### Reference

BURTON, JACK. *The Index of American Popular Music*. Century House, 1957. unpag. \$10.00.

A very valuable reference book on American popular songs from the mid-nineteenth century to the present. Four of the author's well-known Musical Blue Books are cross-indexed in this volume, which raises their value considerably.

### Science and Mathematics

CORRINGTON, JULIAN DANA. *Exploring With Your Microscope*. McGraw, 1957. 229p. \$4.95.

An excellent, readable book on the optical principles of the microscope, followed by directions for the exploration of bacteria, one-celled animals and plants, rocks, insects, blood and tissues.

HALACY, DAN S. *Fabulous Fireball: The Story of the Solar Energy*. Macmillan, 1957. 154p. \$3.00.

This book tells for the non-scientist the

story of current attempts to harness the sun's energy by solar stoves, solar furnaces, solar batteries, algae farms, and solar space heating. The photographs are most helpful. Science teachers can easily bring themselves up-to-date by reading this brief and accurate account.

HOFMANN, JOSEPH EHRENFRIED. *The History of Mathematics*. Philosophical, 1957. 132p. \$4.75.

Any effort to pack the total history of mathematics "from the early beginnings to the age of Fermat and Descartes" into the confines of 127 rather small printed pages is bound to leave the reader with a feeling of extreme inadequacy of treatment. This book definitely leaves the reader with a very strong feeling of inadequacy.

PLACE, ROBIN. *Finding Fossil Man*. Philosophical, 1957. 126p. \$7.50.

This book is a lucid, readable account of how scientists have put together scattered clues from rocks, caves, buried cities, and tombs, to give a reasonable answer to the question "From whence came man?" Splendidly illustrated with line drawings and half tones.

STINE, G. HARRY. *Rocket Power and Space Flight*. Holt, 1957. 182p. \$3.75.

This is an outstanding book. Its author knows and works with his subject daily. He has intermingled successfully the physics background and the present know-how in text which will answer many of the questions youth raise about rocketry. Realizing that activity results from curiosity, the author has included a section on safety precautions for amateurs.

TATON, R. *Reason and Change in Scientific Discoveries*. Philosophical, 1957. 170p. \$10.00.

A fascinating story of how theorizing is a prerequisite to discovery, and of how chance and error, striking prepared minds, brought about our greatest scientific discoveries. Examples are given and pertinent illustrations are included.

### Social Science

ARMSTRONG, WILLIAM MARTIN. *E. L.*



*Godkin and American Foreign Policy, 1865-1900.* Bookman, 1957. 268p. \$5.00.

In this clear monograph an important facet of one of America's leading journalists is handled in admirable fashion. The book runs the course of American foreign relations during the period and is a worthy addition to literature in the field.

CODMAN, CHARLES R. *Drive.* Little, 1957. 335p. \$5.00.

A first-hand account of the movement of General George Patton's armies in the North African and European theatres during World War II. An interesting introduction by J. P. Marguand enhances the volume.

COYLE, DAVID CUSHMAN. *Conservation: An American Story of Conflict and Accomplishment.* Rutgers University Press, 1957. 284p. \$5.00.

A survey for the general reader. Especially useful for the history of the conservation movement.

CZYROWSKI, NICHOLAS L. *The Economic Factors in the Growth of Russia.* Philosophical, 1957. 178p. \$5.00.

In a very clear and somewhat dogmatic manner the author of this book gives one an overview of the Ukrainian expatriate approach to Russian history. The thesis is that Great Russian economic expansion is the key to understanding Russia; communism is seen as simply a further rationalization of Great Russian Exploitation of subject peoples in the U. S. S. R.

HEMPHILL, W. E. *Cavalier Commonwealth: History and Government of Virginia.* text ed. McGraw-Hill, 1957. 686p. \$4.80.

Virginia is indeed fortunate to have a text history of the quality of this volume. It is comprehensive, well-balanced, and bountifully illustrated. However its thoroughness may become an obstacle for an average high school student.

KURTZ, STEPHEN GUILD. *The Presidency of John Adams.* University of Pa. Press, 1957. 448p. \$8.50.

A careful study of the causes for the downfall of the Federalist party in 1800. The author stresses Adam's problem with the warmongers of the period.

MORRIS, CHRISTOPHER. *The Tudors.* Macmillan, 1956. 202p. \$4.50.

Interesting essays which interpret the personality of England's most fascinating royal dynasty. The author writes well, and the publishers have put his words in a handsome, well-illustrated volume.

SPRICGE, SYLVIA SAUNDERS. *Karl Marx.* Macmillan, 1957. 144p. \$1.50. Great Lives Series.

This is a brief biography of Marx which throws some new light on his personal life. It is particularly instructive as to Marx's relation to Engels and to other socialist leaders. An extremely well balanced short survey; it is a book both laymen and scholars can read with profit.

TILDEN, FREEMAN. *Interpreting our Heritage.* University of North Carolina Press, 1957. 110p. \$3.50.

The National Park Service has a twofold purpose—to preserve our natural scenery and historic places, and to provide enjoyment of them to those who come to see. It is the latter service with which this book is concerned, upon which Park Service personnel can base their interpretation of the parks to the people who come to visit them.

## Text

AIKEN, DAYMOND J. AND OTHERS. *Algebra: Its Big Ideas and Basic Skills.* Book I and II, 2d ed. McGraw, 1957. \$3.40, \$3.60.

These books are well-organized and have many fine teaching aids. The subject matter is traditional and the treatment is conventional. There are present a few unfortunate errors; for example, the two statements, on page 177 of Book II, about the discriminant of a quadratic equation.

CLEMENSEN, JESSIE WILLIAMS AND OTHERS. *Your Health and Safety.* 4th ed. Harcourt, 1957. 576p. \$4.08.

This fourth edition is written for high



school students. It is divided into interesting units, well-illustrated. The suggested baring activities, questions, sources of materials will be helpful to the students.

COOK, LUELLA B. *People in Literature*. rev. ed. Harcourt, 1957. 688p. \$3.80.

This is a revision of a popular high school text. The outstanding new feature added is 16 new sections: 5 fictional narratives, 6 poems, and 5 non-fictional pieces. The well-tested features popular with students are retained and reinforced in this revision. The literary sections are grouped under eight unit headings: Youth, Family and Fireside, People Overseas, Roads to Success, Lost Worlds, The March of Freedom, The Growth of the Mind, and The Challenge of the Future.

HOOK, JULIUS NICHOLAS. *Modern American Grammar and Usage*. Ronald, 1956. 475p. \$5.00.

This textbook for college classes may also serve as a guide for the general reader who is interested in American English. The book is based upon an inductive study of the language as it is printed, since the authors feel this approach offers the most practical help for students who want to be able to write and speak on various levels of usage. Background material is given only at points where it will contribute to the understanding of present structure and usage. The least traditional and most interesting chapters are those which describe the major and minor sentence patterns.

JENNINGS, FRANK G. AND CHARLES J. CALITRI, eds. *Stories*. Harcourt, 1957. 349p. \$3.00.

Here is a fresh and interesting collection of 32 short stories and 18 short poems. The stories are arranged in three teaching units: stories of impact, stories of depth, and stories to think about. The poems are presented without comment. They echo, underscore, illuminate story themes and stir deep reflection on the stories. The authors include 5 Nobel prize winners and 7 Pulitzer prize winners. A 32-page Teacher's Guide bound into Teacher's Edition treats each story individually. This is a distinguished collection, very teachable, and one which students in high school will enjoy.

OSBORNE, JESSE OTTO AND OTHERS. *Exploring Arithmetic*, Grades 4, 6, 8. Webster, 1957. \$2.64, ea.

These are three books of a good arithmetic series. The authors are very competent. The selection and presentation of content seems sound, and the books are presented in a pleasant format.

RIDDLESBARGER, ADA AND E. P. COTNER. *Easy English Exercises*. new ed. World, 1956. 310p. \$1.92.

*Easy English Exercises* furnishes a thorough course in the basic concepts of grammar that are essential not only for speaking and writing well, but for fully comprehending written or spoken English. The organization is readily adaptable to any learning situation. The book may be used as a basic text or as supplementary, remedial, or related material in line with various units, projects, or courses of study.

ROBERTS, PAUL. *Patterns of English*. 2v. in 1. Harcourt, 1956. 39p, 314p. \$3.25.

This text presents a completely new method of teaching the English language to students in the upper years of high school. This method, developed and tested at Lincoln High School in San Jose, California, with students of widely varying abilities, uses recent findings in linguistics to help students: (1) to understand their natural language better; (2) to use it more effectively. This text will be of inestimable value to those who are interested in teaching high school students according to the most recent findings of research.

SCHUELER, HERBERT AND HAROLD LENZ. *Practical American English for Students From Other Lands*. Bk. I. Longmans, 1956. 261p. \$3.25.

This text is the first of a series resulting from several years' experimentation with students from foreign lands at the Queens College English Language Institute. It is designed for the literate adult who seeks a practical, functional knowledge of American English in preparation for life in the United States as a student, visitor, permanent resident, or future citizen. No significant previous knowledge of English is assumed in Book I and the student is expected to acquire

command of English through systematic direct experience with English linguistic materials without the intermediary of his own native tongue.

WAGENHEIM, HAROLD H. AND OTHERS. *Our Reading Heritage*; Grades 9-12. Holt, 1956. \$3.88, \$3.96, \$4.16, \$4.40.

Anthologies of stories, essays and poems grouped to include literature which portrays the American and World scene in terms of how the high school student might find himself through literature. A series planned to give the best in terms of appeal to high school young people.

### List

ABRAMS, MEYER HOWARD. *A Glossary of Literary Terms*. Rinehart, 1957. 105p. \$1.00.

BARNE, KITTY. *Introducing Handel*; ill. by J. J. Crockford. Roy, 1957. 90p. \$2.00.

BARNE, KITTY. *Introducing Mozart*; ill. by J. J. Crockford. Roy, 1957. 89p. \$2.00.

BARNE, KITTY. *Introducing Schubert*; ill. by J. J. Crockford. Roy, 1957. 68p. \$2.00.

EDUCATIONAL RECORDS BUREAU, NEW YORK. *Achievement Testing Program in Independent Schools and Supplementary Studies*, 1957. The Bureau, 1957. 73p. \$2.00. BULLETIN #70.

HALPIN, ANDREW W. *The Leadership Behavior of School Superintendents*. College of Education, Ohio State University, 1956. 109p. \$2.00.

HUNT, DEWITT. *Work Experience Education Programs in American Secondary Schools*. U. S. Department of Health, Education and Welfare, 1957. 94p.

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NORDIN, DAYTON W. ed. *The Choir-master's Workbook*, Vol. V. Augustana, 1956. 195p. \$2.50.

PARRY, W. H. *Thirteen Centuries of English Church Music*. 2d ed. Hinrichsen, 1957. 64p. 4s 6d.

RICHARD STRAUSS. *Recollections and Reflections*; tr. by L. J. Laurence. Boosey, 1953. 153p. 8s 6d.

STEWART, L. JANE AND OTHERS. *Improving Reading in the Junior High School*. Appleton, 1957. 67p. \$.95.

TRAXLER, ARTHUR E. ed. *Vital Issues in Education*. American Council on Education, 1957. 176p. \$2.00.

WOELLNER, ROBERT C. AND M. A. WOOD. *Requirements for Certification* . . . University of Chicago Press, 1957. (22d ed., 1957-58). 125p. \$3.50.

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# PEABODY *Journal* OF EDUCATION

1958

NUMBER 6

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# PEABODY JOURNAL OF EDUCATION

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## *Editorial*

### NOW, LET'S INTEGRATE I.Q.'S...

Some months ago the Board of Education of New York City embarked upon a plan of "positive" integration that ideally would result in every school in Manhattan having a "racially balanced" enrollment of approximately one-third Negroes, one-third Puerto Ricans, and one-third other Americans.

This may prove to be the beginning of a most significant reform movement, one in which the public schools are used to reduce conflict between all segments of our population. If boys and girls are mixed in classrooms, they will, doubtless, become free of their prejudices and will learn to attach little or no significance to differences in race, class, religion, national origins and other divisive factors. Then school rooms can sing as lustily as now do the Rotarians, "The more we get together, the more we get together, the happier we will be."

The principle of using the schools to rid us of group conflicts should not, of course, be confined to racial matters. This new type of social engineering should be applied immediately to the reduction or elimination of other tensions and antagonisms.

As a beginning this new device should be applied to a solution of the perennial conflict between the "high-brows" or "egg-heads" and the "low-brows" or the "dumb-bells." This conflict obviously weakens our country in the eyes of the world because we profess that "all men are created equal" but we do not always act in accordance with our beliefs. The sense of guilt that arises from this conflict is, doubtless, one major source of our sensitivity to criticism from overseas. (And

today the United States needs all possible friends among the other nations.)

The evils of this conflict between those with high and those with low intelligence quotients may be observed on every hand. One group tends to develop authoritarian personality patterns and to look down upon those with less skill in answering allegedly scientific tests of mental ability. As a matter of fact, those with low I.Q.'s may be morally superior. (If they are arrested more often, this merely means that most of them have had poor cultural backgrounds or that some of them are not as skillful in evading the police.)

On the other hand, those who make low scores are often unjustly condemned to suffer feelings of inferiority and "second-class" status. School authorities have even been known to segregate such children into special classes that become known as the "bone-head battalion."

There is no need to belabor this point. Every alert American is aware of this antagonism between the "brains" and the "morons." It is unworthy of a democracy and contrary to the teachings of Christianity.

What can be done to end this conflict? The answer is so simple that somehow it has been overlooked. Even the undemocratic intelligence tests reveal that for every child with an I.Q. of 130 or more there is another with an I.Q. of 70 or less. All that will be necessary to solve our problem is to apply the New York plan by seating high I.Q.'s next to low I.Q.'s (In such an important matter nothing should be left to chance or personal whim, as in seating by the alphabet or by individual preference.) These boys and girls will then learn to appreciate each other's virtues, and discrimination will be abolished. The moron will learn that an egg-head is human after all, while those inclined to intellectual snobbery will receive wholesome training in democracy.

The plan briefly outlined above will assuredly put a stop to our present soul-destroying and nation-weakening conflict between the egg-heads and the dumb-bells. At this time of national crisis, we are fortunate in having the Board of Education of New York City discover this valuable device for ending group conflicts. Doubtless, it can be applied to the elimination of many other types of social antagonisms. The prospect of national improvement is unlimited; all we will need is more boys and girls—and more seats!

H. C. BREARLEY



# A Layman's Eye View of Abstract Art

THOMAS R. GRIFFITH  
Assistant Professor of Art  
George Peabody College for Teachers

Today the layman finds himself in a peculiar position regarding his feelings about art. On the one hand he sees violent adherents to the new expression of the twentieth century, while on the other he is aware of scoffing and derision of "decadent modernism." Who is he to believe, and for what is he looking when he is confronted by a contemporary work? Even the term "modern" has taken on a suspect connotation in regard to art. In my beginning painting classes I am invariably asked by cautious students, their eyes narrowed, "You're not going to give us any of that modernistic stuff, are you?" This is, of course, symptomatic of the perplexity shared by the majority of laymen as they react to the work of contemporary artists.

It is at precisely the moment of my called for answer that I intend to begin this discussion of the abstract qualities of art. Suppose we start by clarifying the meaning of abstraction. I refer to it as the act of withdrawing the essence of experience, epitomizing or summarizing the real-life activity. In this sense, even a photograph is abstract, for it is no longer the actual form but is a summary of the form on a two-dimensional plane, greatly reduced in scale, and frequently in black and white rather than full color. Man the artist has chosen to abstract in many ways, and to different degrees in order to best express himself in relation to his time. The degree of abstraction is sometimes greater in twentieth century art than in fifteenth century art, but the underlying principles are the same.

Now in particularizing the discussion I shall refer to specific works of artists, and for purposes of clarity it would be greatly beneficial if you could look at the examples pointed out. I shall be careful to choose only those works found in *A New World History of Art* by Sheldon Cheney, published by the Dryden Press of New York in 1956.

The nineteenth century painter, Paul Cezanne, was an artist who wanted to recapture the solidity and abiding strength of the old masters.

He turned for guidance to the seventeenth century artist, Poussin, a master who demanded sound logic in the structure of painting. This was a natural place for Cezanne to seek inspiration since he was reacting against the atmospheric and unstructural qualities of impressionism, just as Poussin reacted against the accidental, spontaneous character of the Baroque. But in Cezanne's re-doing of Poussin we find only his structural logic, not his realism. It was the fundamental that captured Cezanne rather than the skin of realism. *The Card Players* is a painting that is typical of Cezanne's love of the real world, reconstructed in his own pictorial terms. The central triangular shape is frequent in Cezanne's work, the pyramid being a highly stable form. Each surrounding area is actually a variation of a rectangular shape, relating to the total shape of the painting itself. The arms, the areas between the table legs, and the background shapes are all variations on a rectangular scheme.

In looking at paintings you must keep in mind that the painter or sculptor must compose in much the same way as does his fellow artist, the musician. A musical composition has the basic elements of melody, harmony, rhythm and form, all organized positively in a time sequence. There must be a harmonious relationship of all the parts to achieve a unified whole. The visual arts have a similar underlying structure, using color, line, form, texture and space to achieve the desired composition. These basic elements will be used in greatly varying ways according to the purposes and time of the artist. Whether the artist chooses to find his inspiration in the real world around him, or whether he turns within himself to create intuitively largely determines the feeling in the work, but in either case the above mentioned elements are his tools.

Cezanne was an artist of the first mentioned quality, that is, he struggled continuously to interpret nature in his own way. This reconstruction of experience in his personal idiom was the abstracting process so necessary in all great art. Cezanne was extremely conscious of the processes of picture building, and frequently distorted perspective purposely in order to flatten objects and thereby retain a greater integrity of the two-dimensional plane upon which he worked. The creative strength of the painting is not only in the capturing of the quality of experience, but in the sound structural organization, abstract at its basis.

Cezanne was by no means the first artist to abstract, for indeed the

prehistoric cave men painted vigorously in a highly abstract mannner. That their art was greatly intuitive and spontaneous is of no concern here, since it was nevertheless greatly abstract. The *Charging Bison* from the cave at Altamira, Spain is startling in its vivacity and life-like quality, though it was painted entirely from memory, and lays no claim to be an anatomical rendering. The life-like quality is therefore by no means a realistic quality, but is an interpretive one coming from the very soul of the hunter-cave dweller. Symbols of the hunt pervade this art, making our first known works abstract at their foundation.

Nor was Cezanne the first to retain the two-dimensional quality of the picture plane. As early as the fourth millenium B.C. the Egyptian was flattening his figure on the wall surface, so that while the head and feet are viewed from the side, the shoulders face us squarely. In this way the Egyptian, consciously or unconsciously, avoided the problems of the illusion of deep space. And what would he have gained by the use of actual perspective when his symbols are so direct and powerful in their highly abstract form? Here, as in the *Eagle* faience ornament, you find the shapes originating in nature abstracted to a rhythmic repeat of patterns. Abstraction aided in the didactic clarity of the work, as well as giving us a concise pictorial form.

The layman may ask at this point, "But what about this crazy, mixed up art you see today? I can't make heads or tails of it." To this I must answer that the contemporary artist has followed the lead of such painters as Kandinsky, who falls into the second category mentioned above, that of seeking his inspiration within himself: from the inner eye. Kandinsky has stated that since a musical composition can interpret an actual experience, as does Ibert's *Ports of Call* without resorting to the use of real fog horns, screaming sirens or bellowing dock hands, so can a visual art interpret through color and composition without actually producing a sunset which no matter how realistic is still not the real thing. For that matter, art needs no more to be programmatic than music. Many of Kandinsky's paintings are given titles such as *Improvisation No. 30*, and are solely organizations of color and rhythms in space. Out of this has developed the abstract expressionist school, which is based largely on intuitive or intellectual organizations of the formal elements of art with particular emphasis on the emotive power of the artist. For an appreciation of these art forms you must approach them from the

same standpoint as you do music, however, with the elements visual rather than auditory. It is a tragic misfortune that this natural love we all have for color, shapes, forms and rhythms that is retained in music is snuffed out in the visual arts in our first years of school by a mistaken bias that it is an unnatural phenomenon, and that realism per se is the only ethical code upon which to judge decent, law abiding art.

Let us now discuss realism. Were the realists abstract? Absolutely so—if they were great artists. One of the great artists of all time was the seventeenth century master, Vermeer, whose realism is jewel-like in its interpretation of light and space. But I beg you to remember what has gone before, and to look on the work as a composition. Each area within the four sides of the painting is a simple and concise shape. The composition of *A Woman Weighing Gold* is obvious in its rectangular basis, the forms of objects being smaller units within the confines of each large, rectangular area. He has used curve played against straight lines and angles as a fundamental tension builder, while the parallelism of the rectangles gives stability. The cubists in the early twentieth century use the same devices, but with far less realism than does Vermeer. This is characteristic of the greater analytical and scientific nature of the twentieth century, which strips to the bone in quest of new structure. Picasso's *Demoiselles of Avignon* builds a pictorial composition of masses and forms based on curves and straight lines, all related to the edges of the painting, just as have his predecessors, Vermeer and Cezanne. In *The Hunchback of Notre Dame* Victor Hugo describes this variability of idiom in reference to Gothic architecture. He states in Book III, Chapter I that, "For the rest, all these shades, all these differences affect only the surface of edifices; it is but art which has changed its skin." And further on, "The trunk of the tree is unchangeable, the foliage capricious."

If Vermeer found his expression in realism, the medieval artists turned more to the imaginative and intuitive. *St. Peter* as interpreted by the medieval sculptor on the portal of the Romanesque cathedral at Moissac has been reduced to a rhythm of lines and shallow forms. This highly abstract interpretation typified the spiritual quality of early Christian art.

The humanistic art of the Renaissance may appear to be more realistic, but Michelangelo's stone *Day* in the Medici Chapel is fraught



with power that stems from his treatment of twisting, unresolved tensions in the colossal form of *Day awakening*. It is here that I should like to point out that the most abstract quality, and the most significant aspect of any art is the life force itself with which the work is imbued. Michelangelo's greatness stems not merely from his technical skill, nor his realism, nor his use of abstraction, but from the fact he was clawing at the stuff of life itself in order that he might discover some aspect of existence hitherto unknown. It is this fight with the unknown that links him with the twentieth century artist Picasso, who likewise has probed into every aspect of life that he was able in order that he might somehow touch his "god." That the works of the two look so different is due to the fact that one artist was of the sixteenth century, the other of the twentieth, which, coupled with individual aims and desires, makes the forms different in character.

The sculptor must deal with forms in space rather than feel restricted to two dimensions, but here again the problems remain the same throughout the ages. One age may emphasize space, another solid form, but that Marini's twentieth century *Horse and Rider* has much of the same feeling as the fourth millenium B.C. Summerian *Bull* only emphasizes the fact that although tastes and times may change, men's souls remain the same. We may look to the future fairly certain that realism may once again be an important idiom of expression, but we may be even more certain that the fundamental abstract qualities will be those found in great art, no matter what the period.

Picasso has best expressed it when defending himself against criticism that he was an anarchist in paint. He insisted that he was not, and that he was consistently organizing in a positive way. His main point was that he got to know reality intimately, and then, step by step, he reorganized experience into a personal statement. It is this imaginative, personal, reconstructive process that is the mainstay of the creative act in the visual arts.

At this point I hope that my students have allowed their eyes to become a little less narrowed, their suspicions a little relieved, and with it their biases a little less strong. There is a stimulating, exciting world in art, if they really want to find it.

# What is Happening to Mathematics Education?

**JAMES R. SMART**  
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You who teach in other fields may be getting just a little curious, or even suspicious, because of the extensive publicity being given to mathematics and other scientific education. The United States government seems definitely committed to a program of scholarships which will increase the number of qualified mathematicians and scientists. Industry has become a powerful ally by encouraging students to register for more practical courses. The shortage of competent mathematics teachers, which is predicted to become even more severe, means that individuals now teaching are placed in extremely favorable positions regarding job opportunities. The mathematics curriculum has been undergoing some rather drastic changes in response to modern energies. If you have been mildly shocked by all this furor over the ordinarily sedate and respectable mathematics curriculum, you may feel the need for gaining more knowledge about what is actually happening in mathematics education and why these happenings are important.

The ideas of "progressive education," so prevalent in American schools during the 1930's, benefited social science much more than natural science and mathematics. The position of mathematics in schools, which had already been weakened in comparison with the days of universal mathematics at the beginning of the twentieth century, became weakest during the 1930's.

The statements above make it appear perfectly natural that, during the Second World War, many Americans realized that the program of mathematics espoused by many during the depression years was not adequate for preparing a nation to fight for its survival. Even before the end of the War, a group of leading mathematics educators was appointed to the Commission on Postwar Plans of the National Council of Teachers of Mathematics. The Commission assumed the primary

responsibility for attempting to adjust the wartime mathematics program in the public schools to the changing needs of the nation in the postwar period.

As we all know, the years following 1945 were not as peaceful as could be expected. By 1951, the Korean War had uncovered the discouraging fact that we were heading for a shortage of engineers. The swift advance of scientific technology led to demands for mathematicians, scientists, and engineers very much beyond expectations. The supply of persons with adequate training in mathematics, produced under a policy of traditional mathematics for a well-prepared minority, "general mathematics" for the majority, simply was not equal to the requirements. Indeed, an adequate supply of properly trained mathematics teachers has not yet been assured.

Newspapers give full coverage to those aspects of mathematics education which now seem so closely connected to the nation's security. "Between the lines," the careful reader may discover a truth about our mathematics curriculum: much of the initiative has been coming from persons or groups outside the mathematics education field. Many of you are probably aware of the pressure exerted, or encouragement given, by industry to encourage students to take mathematics. The great amount of money spent for the National Science Foundation Institutes means that the federal government also feels a principal concern for improving the quality of mathematics teachers and instruction. The contemplated program of government scholarships bids to outclass any previous federal aid to a single educational field. Industry and government both want more people who are qualified in mathematics, though for somewhat different reasons. Their support has generally been beneficial, since they make little effort to control the actual material within a course.

Despite the publicity currently being given to mathematics education, one can become disappointed upon discovering how many well-educated people have not been informed of the actual developments taking place which affect the subject matter of mathematics.

Probably the most evident theme in mathematics literature today is that mathematics in the secondary schools and colleges is becoming a more modern discipline. By more modern, I mean that the more recent material of mathematics has come into greater prominence. This may

not make much sense to you, if you have been led to believe that mathematics assumed its complete, rigid arrangement some three hundred or more years ago. The truth is that recent discoveries in mathematics have come with remarkable frequency, so that a very large proportion of the entire existing realm of mathematics has been investigated only within the last 150 years.

The two best examples of modern contributions to traditional subjects concern the two sequential courses, algebra and geometry, with which most high school students are familiar. You may not be familiar with the technical words used in the following two paragraphs, but a very brief explanation, rather than a definition, should suffice.

First let us consider algebra. One major topic from modern algebra of particular usefulness is called matrix theory. A matrix is just an array of numbers or elements, but included in its many applications is the fact that students can use matrices to eliminate much of the wearisome work in solving systems of linear equations. Matrices also have rapidly expanding usefulness of physics and even social science. A second modern development in algebra has been the recognition of abstract mathematical systems such as groups, fields, and integral domains. Many of the common sets of numbers with which you are familiar belong to one or more of these systems. The positive real numbers under multiplication, the even integers under addition, and the symmetries of an equilateral triangle are examples of groups. The rational numbers and the real numbers constitute both fields and integral domains. The value of the concept of a mathematical system is that a simple list of postulates or axioms may be used to characterize a great many collections of seemingly unrelated symbols. A final example from algebra is what we call set theory. Finally making its appearance in some new high school textbooks, elementary set theory, concerned with collections or groupings of things which have something in common, has many applications in logic and physics, yet is perhaps the simplest topic in modern abstract algebra.

The geometry included in a typical high school course varies little, except in arrangement, from that of the Greeks. It is, in other words, Euclidean. The geometry of Euclid, as high school students soon learn, depends upon certain postulates or commonly accepted truths. Not until the nineteenth century did geometries arise based upon different (yet



just as plausible) sets of postulates. These geometries, as consistent as that of Euclid, have led to remarkable results, especially in connection with their use by Einstein in his work on relativity. Other “new” additions to knowledge under the general heading of geometry include projective geometry, modern synthetic geometry, and topology. Projective geometry has to do with casting (or projecting) from one plane to another, modern synthetic geometry continues the study of properties of triangles and other figures, and topology investigates the behavior of figures upon something resembling a “rubber sheet” instead of a plane. Each of these three areas is a well-developed body of knowledge in its own right.

If recent additions to algebra and geometry are so important, you may ask, why are they not made an integral part of the mathematics curriculum? The answer is that the new material *is* taught, but mostly in the graduate schools. The situation in mathematics education is much the same as it would be in history if high school students did not study anything which happened after the American Revolutionary War, if English literature survey courses only surveyed up to the time of Robert Burns, or if students of physics studied only the physics known before the 18th century. High school—or even college—mathematics has no complete survey course like many subject areas offer. Did you ever hear of a course called “A Survey of the Complete Field of Mathematics” or even “Mathematics Appreciation”?

Certainly many reasons support the continuance of a seemingly unsatisfactory arrangement. In the first place, mathematics is a very traditional subject, as taught in the secondary schools. Mathematics has classics, just as has music and literature. Most of you are familiar with one-sided comparisons of classical with modern literature, art, or music. It is not so hard to understand, then, how the classical mathematics courses have resisted the changes which the inclusion of new material would bring.

Of even more importance, however, is the fact that mathematics, probably more than any other subject, has a sequential arrangement. Does this mean that most of the mathematics before 1900 must be known in order to use that developed since 1900? Definitely not, though most mathematics courses do require a certain ability as a prerequisite. The prerequisites needed to begin the study of some topics in modern mathe-

matics are probably fewer than many people realize. I am sure you would be amazed to know how few formal prerequisites exist for a beginning study of set theory or matrix theory, two common topics from abstract algebra.

You must acknowledge that, in spite of delays, we are now entering a period in which the traditional mathematics curriculum could be significantly changed. Much modern material has seeped down into the college curriculum, and even freshmen college students may find themselves exposed to what was recently considered graduate study matter. Now, many mathematics educators at the college level are urging high school teachers to continue this downward movement of the new material, so that the most pertinent topics, old and new, can be brought together in courses appropriate for modern schools.

Modern mathematics is but one of many topics of current interest in mathematics education. The shortage of skilled persons in mathematics may be cited as one reason for the current attempt to provide an accelerated program for superior students. At last, this neglected group is receiving some of the attention they deserve as national assets. Already, some high schools and colleges offer sequences which allow bright students to cover the elementary parts of mathematics quickly so they will be ready to begin their advanced study at an early age. This plan may be one way of eliminating the shortage of trained mathematicians, but authorities have not yet agreed on just exactly what topics should be included in any program which is not simply a faster presentation of the traditional material.

Mathematics has tended to become more and more a practical subject, and less and less a subject studied to "train the mind." Today, the uses of mathematics in science and industry almost completely dominate the thinking of those who advocate more mathematics for more students. Relatively neglected, except by authorities concerned with complete statements of mathematics aims, are outcomes of a logical or cultural nature. Accompanying the trend to emphasize the practical aspects of mathematics is a greater interest in statistics and the numerical calculations associated with mathematics as an empirical, approximate science. One significant exception to any practical trend is the emergence, almost within the last ten years, of a course in mathematics at the freshman level in college as a terminal course for those students

who will take no more mathematics. This course in mathematics for a liberal education emphasizes the contribution of mathematics to a culture which is the possession of every student.

I am sure that many of you who have had the chance to examine the philosophical foundations of education recognize the wonderful opportunity now available to mathematics educators. At probably no time in the past has there been a greater freedom to experiment with new programs. Mathematics education is undergoing changes in theory and practice which are almost radical enough to constitute a revolution. Students who graduated ten years ago might not recognize the regular mathematics sequence of some colleges if they went back to the classroom now.

Educators earnestly hope that changes in the curriculum come as the result of careful thinking, which ordinarily begins with the general objectives. Is there evidence that the transformation of mathematics in our schools is proceeding according to a well-thought-out pattern? Leaders in mathematics education are certainly guided by principles of what they believe to be a sounder mathematics program, as well as by their experience. In spite of this, by far the most apparent "philosophy" today appears to the observer to be simply a matter of greater quantity and better quality at the same time, because of the extreme needs. Unfortunately, as we noted earlier, forces outside the field of mathematics may be less concerned with any emphasis upon making fundamental changes in the offerings as with getting more and more students into the classrooms.

In the next few years, you are likely to see a surprising amount of changes in the mathematics curriculum, as well as a sizeable increase in the number of students enrolled. It seems safe enough to predict that many topics from modern mathematics will become accepted parts of the secondary curriculum, that bright students will get more attention than dull ones, and that practical applications of mathematics will be given priority over other objectives. Perhaps some of the basic facts presented above will help you understand why these changes are taking place, and why some of them are long overdue. All teachers and educational leaders who are concerned with the total development of students may need to gain some general understanding of the new mathematics

program which is emerging, and of some of the new material which may be added to the existing program.

Mathematics education today, while not necessarily at one of the frequent educational crossroads, may give us concern as to just who is doing the driving, and exactly where the road leads. Much of the success, or lack of success, of mathematics education in tomorrow's schools, as always, depends upon our fellow teachers and educators.

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# A Proposed Blueprint for an Introductory Course in Teacher Education

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A course orienting the undergraduate to the profession of teaching is commonplace in many institutions of higher learning. First impressions are vivid and hold sway in the memories of the students. The crucial position of the first course has not received focused attention in recent years. It is the purpose of this article to describe what appears to be logical and important content. The major purpose of such a course is to attract and hold able students within the profession of teaching. Some interest is manifest in that many are enrolled. Thus, interest patterns are partially developed and can be channeled if timely instruction and information are imparted.

While the major purpose of such a course should be to attract able personnel, quality screening must enter the picture. The first course provides a near ideal place to institute a screening device. This device should be comprehensive in nature: (a) the complete use of psychological testing should be fostered to determine adjustment to the profession, (b) general intelligence, (c) strengths of achievement in the general education areas, and (d) collegiate grade point average. The instructor is well placed to coordinate screening and work with a testing service of a higher institution.

Other facets of quality screening would be a clinical speech interview administered by a therapist or professor of speech. Such procedure would enable proper specialists to locate and correct many defects early in the pre-service phase. A medical examination is frequently employed as part of the entrance procedure in higher institutions. Reports of the examination might be surveyed to determine one's physical fitness for teaching.

The instructor of the first course should, in a case study method,

integrate the diverse information from the above avenues in the form of a student personnel jacket that would follow during the remainder of his college and perhaps, his postgraduate days. Those appearing unfit for teaching as judged by a composite in a case study context would be guided into other pursuits.

A panoramic sweep of the history of American education is frequently woven into the fabric of such a course. A moderate historical description desirably includes a biographical approach dealing with such figures as Horace Mann, William Torrey Harris, and others. Biographical techniques contain more warmth than chronological attack. Prospective teachers frequently enjoy people in the broadest sense of the word. Thus, teaching from a great personality or biographical orientation tends to be more meaningful than a sequence of chronicles. Implications should be so drawn that the students, as future professionals, tend to inherit the contributory benefits willed by such men.

Similarly, an elementary survey of the philosophy of education would be added as a vital ingredient. It is also felt that the biographical technique approach lends itself well as a vehicle for philosophy. The salient tenets, whereby central figures planned and led, would be presented in a human light. Value theory as it relates to public schools would be presented in the warp and woof of a philosophical survey. Purposes of education as sustained in a democratic society would receive attention. Summarily, an understanding of the role of the public school in American life would be the goal of this segment of the first course.

A teacher financial and professional welfare dimension would be embodied. This section would include a rather accurate reflection of current financial rewards paid teachers locally and nationally. The effects of meager salaries in given geographical areas should not be minimized in effort to retain youths in teacher education. Additional features to be covered are: teacher tenure, the single salary schedule, sick and bereavement leaves, teacher's personal budget, insurance and investment programs, and housing. A few days of class session cannot render a teacher economically efficient, but can stimulate objective thinking on material matters.

Esteem held by the public for professional teachers is deserving of accurate evaluation in class. Prestige or status factors awarded by

patrons are basic to continued satisfaction in the profession. Psychologist George W. Hartmann once cited 25 occupations before 100 adults and asked that an admiration rank of one through twenty-five be given. The related educational professions of college professor, school superintendent, principal, secondary and elementary teacher placed in the top nine. Teaching fell below medicine and law, yet well above business and the skilled trades.<sup>1</sup>

It might be added that the Hartmann Survey was conducted during the days of the great depression when the supply of teachers far outweighed the number of vacant positions. Similar objective evidence of esteem should be discussed. The position of teaching can be described as making a life rather than making a living. If the students are interested in people, books, fine arts, and public service, the added weight of a prestige factor might affirmatively influence their decision to teach.

An additional dimension of one's present and future status in the teaching profession within the next twenty-five or thirty years is worthy of consideration in the first course. Progressive promotion to positions of administration, supervision, and college teaching should be explored in class. The larger school systems of the nation have introduced a sixth year and doctoral level salary increments for classroom teachers. This additional reward will ultimately provide incentive for extended graduate study beyond the present masters degree. Also, many teachers will be encouraged to remain in the classroom rather than seek administrative placement. Growth within the profession and community as the years of service accrue warrant study.

Professional relationships as exemplified through active membership in related organizations provide another area for study. The National Education Association membership of 750,000 should be acknowledged as a sign of unity within the ranks of teachers. Various special organizations dealing with subject matter and placement specialties offer the teacher opportunity for professional expression with her peers. The instructor of the introductory course should attempt to bind class enrollments to the Future Teachers group or related student education associations. Many of the problems students will face in later service can be answered through active participation. Resultantly, the novice

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<sup>1</sup>Hartmann, George W., "The Prestige of Occupations." *Personnel Journal*, 13:144-52, (Oct. 1934)

will enter his career secure in the satisfaction that teachers possess collective security in the state and national legislatures on educational matters.

The introductory course in teacher education is commonplace in higher institutions. It is basic that the content and instructor of the course be carefully selected to give an accurate orientation to professional education. Content of the first course should embrace: (1) the attraction and retention of able youth, (2) use of psychological, speech, and medical inventories in a case study context to determine general fitness for teaching, (3) brief insights into the history of American education, (4) brief insights into the philosophy of democratic education, (5) an adequate description of financial and professional welfare, (6) an understanding of the esteem factor awarded teachers, (7) exploration of one's present and future status within the profession, and (8) professional relationships as expressed by active membership within the many teacher organizations.



# Some Strictures on the Present Anxiety

LLOYD P. WILLIAMS  
The University of Oklahoma

We must needs believe that the greatest of all battles lies before us, in preparation for which we must be conversant with poets, with historians, with orators, indeed with all men who may further our . . . salvation.

From St. Basil's "*Address to Young Men.*"

The present American anxiety calls for some sharp criticisms as well as some cautions. Although we are a people with an elaborate school system, with an astonishingly productive industrial machine, and with greater political freedom than any other nation of consequence, we are nevertheless afraid. And fear is a demoniac thing that has a grip of no small dimension upon the American mind. Specifically, we suffer from fear of the Soviet Union. We fear their military might, we fear their Slavonic temperament, we fear they are succeeding industrially, we fear they may actually be building an estimable civilization in spite of recourse to force and to violence. But most of all we fear, yet we dare not admit it to ourselves, that their successes will delineate our own inadequacies and illuminate our presumptions. This attitude of ours is negative, and no sound philosophy of life, of civilization, or of education was ever so based. Yet probably the most debilitating aspect of this attitude is that it prevents us from seeing in clear perspective the true features of the Soviet system and the genuine as distinct from the presumed virtues of the American system.

Science, we are told, will save us from the Soviet threat. More physicists, more chemists, more engineers, more mathematicians, then automatically security and world supremacy are ours! This solitary fixation might well be labeled so much moonshine were it not for the fact that it is a sign of a basic deficiency in our value system and of a fundamental deficiency in the American character. There can be no doubt that more scientific education and more scientists can enhance our war-making

potential, but we should remain vividly conscious that this emphasis by no means pre-empts the field of needed educational reform.

Talent-wise we need to develop the great potential of our youth not only in science, but in virtually every phase of our intellectual and professional life we need *more*, and with greater urgency *better*, trained people. We need more doctors, nurses, and medical technicians, not to mention the need in the allied fields of clinical psychology and psychiatry. We could increase trained personnel in these latter two fields twofold and would still not have enough specialists. Nor can anyone doubt the need for enhanced quality in the legal profession and in legal education. All too frequently *justice* has become a slogan for the lawyer and an anesthetic for the jurist, while for both the philosophy of law is tolerated as scarcely more than an irrelevance. Nor should we overlook vigorous support for the social sciences in our present preoccupation with the natural sciences. Anthropology, history, sociology, and economics need equal attention, for it is the latter disciplines in conjunction with psychology that illuminate the nature of man and reveal us to ourselves. Similarly in the arts and in the fine arts, if American civilization is to flower, we need not only more teachers and more creative artists, but public sponsored and financed opportunities for such talent to express itself. The same is true of literature. We need more poets, more novelists, more essayists, as well as more cultural outlets for their work. In our mad race to build bigger and more efficient instruments of war, we seem in danger of forgetting that a knowledge of language and literature is a prerequisite for the civilized man. Ben Jonson well explained why we should cultivate language with care when he observed, "Speech is the only benefit man hath to express his excellency of mind." Belles-lettres is not an excrescence on civilization; rather, with the fine arts and our moral heritage, it is the very nucleus of civilization.

A dispassionate appraisal of our present status does not justify the assertion, sometimes mendaciously made, that American education has failed, nor does it justify the cynical and illiberal assertion that colleges of education are inept. American public education has achieved remarkable successes, but it is not without its deficiencies. The rational approach to the educational facet of our national predicament is not wholesale condemnation of public education nor total damnation of colleges of education, but a concerted attempt to bolster our schools, universities,

and teacher-training institutions at their weak points. Virtually all these institutions need greater financial support. Virtually all their teachers need a greater sense of security and a greater sense of freedom. Many of them need higher standards of admission, of retention, and of graduation. Colleges of education particularly need higher standards and more emphasis upon basic theoretical disciplines—history of education, philosophy of education, sociology of education, and psychology of education—rather than the curriculum-methods-materials emphasis, and they should give concerted effort to the elimination of course duplication. Balance and rationality are virtues that will stand us in good stead in the present emergency, particularly since frustration and fear make us prone to superficial or oversimplified solutions and incline us to lay our troubles at the feet of some unsuspecting and often only partly responsible scapegoat.

Perhaps our national-international-educational dilemma perplexes us as much as Macaulay was once perplexed, for when analyzing the problem of money in his review of Southey's *Colloquies* he observed, "We scarcely know at which end to begin to disentangle this knot of absurdities." Americans from the President on down appear unsure of the beginning points for disentangling our absurdities. Yet of a few points we may be certain. As administrators, we can move from a preoccupation with administrative minutiae to a permanent concern for freedom and for excellence. As teachers, we may begin with the improvement of standards, not a wholesale shift to science; also an intensified emphasis upon fundamentals, not a gross extermination of pedagogists. And as citizens we can frankly face the realities of the hour. We can acknowledge and act upon the need for a permanent system of federal scholarships that will assure college or university training for the top one-half to perhaps one-third of our high school graduates. We can freely admit that science is not an end all. We can recognize the fact that any attempt to make it so will enhance our industrial output and may even deter aggression, but it may also very well narcotize us to explosive or erosive problems other than ones of immediate national defense. The subject lends itself to book-length analysis, but there are at least three crucial points we are in danger of overlooking.

First, there is need for the perpetuation and for the enhancement of our humanistic tradition as well as the moral and religious traditions of

our Judaeo-Christian inheritance. Oppenheimers and Tellers deserve our respect and our honor, and we need more of them; but the Tillichs and the Niebuhrs similarly deserve respect and honor, and we need more of them in equal if not in greater proportion than the former. The same may be said for the Audens, Faulkners, Frosts, and Edmund Wilsons.

Second, there is need for clarification of the general public's understanding of the true nature and character of our own culture. We seek to sell the world on the idea that American civilization is the epitome of democracy and that our ideology is idealistic. Reflective non-Americans the world over know better. And so should we. This culture is materialistic, so much so in fact that we have virtually erected materialism into a principle of civilization. In a real and fundamental sense American civilization is predacious, aggressive, and acquisitive under the veneer of Christianity and democracy. We tell our children fairy tales of virtue and then subvert them by our example. Tinsel capitalism conditions our youth to superficialities and reinforces their academic interests in the vocational, the pecuniary, the trivial, and the irrelevant. In a culture that pays highest tribute to those most skillful in amassing wealth, adroit in shuffling paper, and successful in merchandising what may or may not be in the public interest, is it any wonder that students prefer the college of business administration to the college of arts and sciences? Our failure to bring a clear understanding of these points home to students is reprehensible.

Third, there is need to disabuse ourselves of our massive presumptions. And these are well nigh innumerable. Note the egregious presumption that our economy is inherently efficient, when it is both wasteful of human and natural resources and in recent years apparently incapable of standing on its own feet without government subsidy; the presumption that God is on our side in this struggle—a somewhat gratuitous assumption to say the least; the presumption that we possess virtue whereas the Russians do not; the presumption that we embody the true spirit of liberty and individualism whereas they embody the unqualified spirit of authoritarianism and collectivism; and perhaps most dangerous of all, the presumption that whatever comes we shall somehow survive it. Contrariwise, there is no necessary or cosmic reason why the United States must continue to exist. Perhaps if we have the will to sacrifice, it may be possible to survive the present international conflict. But for



educators and intellectuals the beginning point is rededication to Truth in our teaching, in our writing, and in our relationships with our fellow men. In a primary sense, the overall mission of education in this and every other historical era is not only the perpetuation of Truth, it is the continuous liquidation of presumptions. And we shall extricate ourselves from the present precarious situation only if we have the integrity of mind to penetrate our own hypocrisy and pretension as well as that of enemies.

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# The Age of How-To-Do-It

CALVIN T. RYAN  
State College  
Kearney, Nebraska

Check the magazines found on the newsstands which cater to the general reading public, and you will find *how-to-do-it* articles are most prominent, with an occasional one on do-it-yourself.

Compare your findings with the contents of the same or like magazines of five or ten years ago, and you will find the prevalence of the how-to-do-it article is of recent origin.

This modern emphasis on the how-to-do-it article is not to be confused with the compliment usually paid Americans for having the "Know-How." The compliment carries with it not only the manipulation of this or that piece of machinery with expertness, or the engineering required to accomplish that insurmountable feat, but also the Why and the What involved. The growing emphasis on How omits any need for thinking beyond that necessary to do what the instructions call for. The first complaint that came from employers of the graduates from streamlined courses in engineering was that they were skilled enough in carrying out instructions, but they had no creative ability, no imagination. Something was missing in their preparation. The streamlined courses confused technical training with education, or tried to substitute such courses for courses that would better prepare them for their own work in engineering. Such courses lacked exactly what Sir Richard Livingstone said they would, namely, they gave an inadequate view of the world. As Sir Richard warned, "living and dealing with atoms is no preparation for living and dealing with men."

Teacher training institutions have, for the most part, gone over to General Education for the first two years of the student's time in college. In that period they try to give the students something besides how-to-do-it. The professional courses come during the last two years. And even there, administrators have found that some things about how-to-do-it cannot be told the prospective teachers. There are techniques and

experiences best learned on the job for all the job. Consequently student-teachers go out during their junior or senior year for a period of eight or nine weeks and live and work in a normal school set-up. That gives the student a chance to return to college and discuss his difficulties with his teachers. Also they still have time to learn something more about being able to teach what they do know. They discover some need of the Why, some need of the What, and some need of the How. It isn't all How. They learn the difference between the "know how" and the how-to-do-it.

Students in seminaries, according to reports of their teachers, no longer ask Why or What. They ask simply How. They want the instructor to tell them how-to-do-it—period. They do not care to be bothered with thinking, except what has been predigested and made palatable.

One might naturally expect exploitation of the How in technical and professional schools, particularly in institutions that prepare teachers. The demand, however, goes over into the humanities. Again students do not want to read and think for themselves. They like to be told what to think. They are eager for pictures, for audio-visual aids. They impress one as being definitely eye-minded; yet that does not mean they know the difference between looking and seeing, or listening and hearing.

Is there a relation between this eye-mindedness, this emphasis on pictures, and the falling off in reading? One writer says: "Pictures seem to be usurping the functions of the world: they are superseding the newspapers, books, the news, literature, in short the word." Are we approaching the end of the age of reading, and turning back to the age before the printed word? Are pictures making us merely mechanically minded, not thinkers? If so, we are living in a precarious age, for we most certainly need good, sound, level-headed thinkers, and we are to need them more and more in the years just ahead,—or else?

Obviously the emphasis on the How calls for a technique best served by pictures. If a person cannot read the instructions on the container in which he has received a new gadget, he can usually find the pictures for each step in putting the gadget together and getting it into use. The eye-minded goes well with the How-minded.

The coming of the silent movies fitted well into the eye-minded age in which they first appeared. It was also the time when silent reading was emphasized in our schools almost to the exclusion of oral reading.

One educator of that day asked the writer, "Who is there today who reads aloud, or has any need to do so?" Of course, times have changed, and I can ask my friend, "Who is there today who doesn't read aloud—or wish he could?" Studies have considerably upset some of the original claims of silent reading, and we now know that reading aloud may help Johnny read silently with greater accuracy. There is a greater tendency to balance eye-minded education with the ear-minded.

It is unfortunate, therefore, that outside pressure is coming at this time, and, beginning with the college and seminary level, throwing its emphasis on eye-mindedness. But we must expect that if we are to have our education stress the how-to-do-it.

Too much "maid service" handicaps a child in learning to talk, or in doing things for himself. Reliance on pictures, teacher-told information, gives the student too much "maid service," and he suffers the consequences.

This effort to make everything easy is creeping into our textbooks. Authors try to oversimplify the information they wish to give, and make it easy for the high school student to grasp. Such attention getting devices are especially common in books for high school classes in English. It is well to give the young child a pictured demonstration of Grammar Can Be Fun, but there is no call to keep the same approach for the high school youth. Such procedure may make for a "Look and See" type of information, but I doubt that it makes for a "Look and Think" approach, or will go far enough in transferring to the student's use of English.

If the age of reading is coming to an end, then we can be suspicious of the ability of those brought up on pictures only to think through abstract problems. If students want only to be told How, then should we not expect them to grow up to be excellent followers? But what we shall need tomorrow will be excellent thinkers. If we have a "1984" experience in the United States, we should have some harmless citizens ready trained to follow Big Brother. But we do not want that type of education in the United States.

We are told on good authority that the outlook for books is most unfavorable. It is unfortunate that the cost of producing books has risen at this particular time. Creative writing both in the United States and in Great Britain is not at present self-supporting. Other artistic achievements may be subsidized, and books in the belles-lettres class may pay



out, but creative writing is a risk. Books are made for thinkers. They have in them the life blood of an author. But curiously enough, the worth of a book is not measured by its popularity. As long ago as the fourteenth century, a Bishop de Bury, in what is considered the first book on the value of reading and owning books, said, "In books I find the dead as if they were alive; in books I foresee things to come; in books warlike affairs are set forth; from books come forth the laws of peace . . ." " . . . all the glory of the world would be buried in oblivion, unless God had provided mortals with the remedy of books."

The great hope of our cultural managers, we are told, lies in the "plastic colored television film." The word is made flesh and we watch the process. Could it be that the abuse of the word has emptied it of its real worth, such as "lovely" in referring to a pair of shoes, or "elegant" in referring to a beefsteak? Could it be that the Hollywood super-dupers, and the advertiser's block-busters have disgusted the soul of words and Mnemosyne will in time blot out all memory of them? A picture may be worth a thousand words in journalism, but we have no record of a picture bringing peace between warring nations, or comfort to a discouraged person. Pictures have never produced scholars. Books have. A historian once declared that all England was a land of one book, but the book was the King James Version of the Bible, certainly not a picture book or collection.

The how-to-do-it article usually requires pictures or illustrations. And to the extent that they make clear a process, they are good. The harm begins when the mass of people begin to accept the picture and ignore the thing illustrated. When students want to know the How and are not interested in the What or the Why, it is time for alarm. One has to take something to a book in order to take something away from it. The child may take away more from *Grammar Can Be Fun* than he takes to it, but an adult should be able to take far more to it than he takes from it. The sixth grade may be the general reading level of a large number of American people, sad enough, but that does not mean we should do nothing for those above that level, or do nothing to improve those that are on that level or below. We do not want a whole race of eye-minded people.

The modern emphasis on pictures makes literacy in a democracy more important than ever before; just as it makes illiteracy more dangerous.

The illiterate person is not able to use the checks and balances of diverse source material. He sees the picture, he hears the voice from the sound track, and he thinks it must be so. Hitler first destroyed the books, and then he told the people what to think. Something like that procedure is used in totalitarian countries today. They are told How all right. But they are not allowed to know anything beyond what they are told. The picture becomes a strong propaganda medium. It goes well with those who do not care to think, who want to be told what to do.

It follows logically that in time those who prepare the pictures will be curtailed in what they know, and, therefore, in what they give in pictures. There will have to be someone to think of the How, and the question arises will those trained only through the eye have that ability. Can the cinema and the TV really educate beyond the masses? At present they depend largely upon books that have been written for their programs. Who is to prepare the books?

It is an age of how-to-do-it, we are aware of that. But we cannot permit it to replace the age of reading. There must be some seminarians who want to know the Why and the What. Let's teach them. There are some college students who will read if given a chance and a bit of encouragement. Let's not lose them. As Woodrow Wilson once said in a somewhat different setting, "We must not let the side shows swallow up the circus." Audio-visual aids are "aids," not replacements. The good teacher will be the good man teaching, but he will also have that *something* which makes his value in the classroom transcend that of the "aids." He lives among people, not among atoms. He manipulates ideas, not levers.

# “So All My Best Is Dressing Old Words New”\*

GENE C. FUSCO  
Graduate Student  
Peabody College

Joe Peters, an eager young sophomore, knocked gently on the dormitory door.

“Enter!” commanded a voice from within.

Peters opened the door and meekly approached the desk of Gerald Fustian, the intense, bespectacled graduate assistant who was deeply absorbed in a copy “The Death, Resurrection and Future Course of Progressive Education.”

“Sir?” said Peters in a subdued tone.

Gerald took the pipe from his mouth and with an air of supreme boredom turned toward the intruder. A sign of recognition came into his face.

“Oh, it’s you, Peters. How are you progressing on that *magnum opus* of yours?”

“Well, sir,” said Joe uneasily, as he took a seat beside Fustian who was now refilling his pipe with an evil-smelling weed, “I’ve rewritten it. My ideas are fairly well nailed down, I think.”

“Ah, ha!” cried Gerald. “You say you’ve restructured your basic assumptions and now have your critical concepts integrated, what?”

“Er-yes, sir. You will remember that you suggested a change of title. It was called, ‘The Role of the Principal at Central High School.’ ”

“Yes, yes, I recall. Neither edifying nor inspiring. Let me see your revision.”

Peters surrendered a batch of typewritten papers as Gerald read the title aloud, “ ‘An Investigation Into The Expanding Functions of a School Principal at a Comprehensive High School with Particular Reference to His Many Faceted and Exceedingly Complex Responsibilities at the Dawn of the Space Age.’ Much improved, my boy! The

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\* Shakespeare—Sonnet 76.

latter part might better read, 'in an age of crisis and decision,' but no matter. Here, I'll peruse the manuscript for you."

Gerald puffed relentlessly on his pipe and filled the room with a pall of smoke as Peters chewed nervously on his pencil. As he reached the end of page one, Gerald bellowed, "Oh, no! This will *not* do! The line that reads: 'It's not a matter of either-or.' Say rather, 'We must continually and objectively reappraise and re-evaluate our personal constructs and our interpersonal relationships with a view toward attaining a non-Aristotelian frame of reference.'"

Peters scribbled down the words with difficulty as he frantically waved away the clouds of smoke which kept obscuring his vision.

Reading on, Gerald jabbed the stem of his pipe at a paragraph. "What's this? 'The curriculum is not a static instrument.' Be more positive, man! Take this down."

As Gerald meditated, Peters, who had nearly swallowed the stub of his pencil at this latest outburst, prepared to transcribe.

"I have it!" cried Gerald triumphantly. "Write! 'The breakthrough in realistic curriculum planning will materialize when educational leaders and lay citizens cooperatively initiate creative and imaginative programs designed to meet the growing needs of modern-minded youth who live in a rapidly changing social order.' Now read that back to me."

As Peters read the sentence aloud, Gerald closed his eyes and moved his head rhythmically from side to side, obviously pleased. "Insert the word 'bold' before 'creative,'" he commanded. "*Now* we have it."

Warming to his task, Gerald returned to the manuscript, madly flipping pages and shaking his head in disapproval. Peters, meanwhile, fished for another pencil and silently prayed that the dying pipe would not be relit. He winched as Gerald shouted in exasperation, "These singular words need to be enriched, and vitalized. This is a matter of primary importance in effective educational writing."

Pointing to a sentence, he elaborated, "You say that 'curriculum planning must be related to pupil needs.' Say *functionally* related, and refer to *felt* needs. Place the word *basic* before fundamentals. Write of *promising* practices and *emerging* concepts. Evaluation is *continuous*, leadership in *dynamic* . . . . ."

"Decision-making is *cooperative*!" Peters broke in, suddenly catching fire.



“Capital, my boy! You are comprehending. Bear in mind that goals must be *identified*, purposes *clarified*, objectives *defined*, studies *coordinated*, attitudes *inculcated*, theory *internalized*, philosophies *synthetized*. . . .”

“And proposals *integrated*!” offered Peters. “I get the picture.”

“The Gestalt, you mean,” Gerald said patiently. “If you apply yourself, Peters, you can become a forward-looking, life-related, flexibly-oriented educational leader. Public education, remember, represents the cutting edge of democracy.”

“I should certainly not wish to lose touch with reality, sir. I shall endeavor to place my faith in curriculum enrichment modification proposals which will lead to the proper reconstruction of basic educational objectives. To this end, I pledge my knowledges, understandings, and skills.”

“Splendid! I see hopeful signs that you are becoming growth-oriented. By the way, have you got a match?”

Peters deferentially proffered a match book, thanked his mentor, and withdrew.

# Certification of College Teachers

**JOHN B. ROBSON**

**Northwestern State College of Louisiana  
Natchitoches**

The subject of certification for college teachers is not a new one. In a recent letter received by the writer, Dr. T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards, said that the subject had come up in TEPS meetings almost ever since that organization had existed, but that no meeting had so far been dedicated to its thorough exploration. This may be because TEPS still has its hands full with the professional problems of elementary and high-school teachers and will consider the need for certification of college teachers when more pressing matters have been somewhat assuaged. This is a subject that has, so far, received only sketchy consideration from those most concerned. This writer knows of no published discourses on the subject. It is with the thought of directing the thinking of those here today toward some basic considerations in the premises that the following few facts are presented and some one-man opinions are expressed.

In the early days of our country's history certification as we know it was called licensing. It is still so referred to in some states. Dr. Ellsbree tells us in his *The American Teacher* (American Book Co., 1939) that as early as 1637 a certain Adam Roelantsen was authorized to teach in New Amsterdam, having been examined and licensed by the Dutch Reformed Church in Holland and became the first schoolmaster sent to America by the West India Co. After the colony was taken over by the English, the licensing of schoolmasters was made a legal requirement. Both the colonial governor and the Bishop of London were empowered to issue such licenses upon being satisfied with the abilities and beliefs of an aspirant. Even a hundred years later, in the middle seventeen hundreds, the law required all teachers to be licensed by the Bishop of London. This was true in several of the colonies, though not all, and it is apparent that the plan was not conceived to protect the

children from illiterate or incompetent teachers, but rather to guard against the employment of religious dissenters. Though we have no way of knowing how well it was enforced, the same rule obtained in all the colonies that adhered to the Church of England.

In some of the other colonies, such as Massachusetts and Connecticut, laws were enacted requiring would-be teachers to be examined and approved by local ministers or by the general assembly of the colony. Doubtless, these requirements were also made in attempt to preserve the group's pet religious convictions from being undermined. (Incidentally, this would appear to be an unconscious, but nevertheless forceful, tribute to the influence of education.)

It is probably fruitless to take time to trace the development of certification through the more than a century and a half that we have had an independent country. The makers of our constitution wisely left matters educational to the discretion of the several states and in each of the forty-eight the development of teacher certification could be told in a story that would have little or no counterpart in the other forty-seven.

May we, rather, direct our thinking to some of the characteristics of certification as it has evolved in our nation over the years. First, we might note that, whereas originally licensing of teachers was required on the basis of religious beliefs—to protect the children from heretical influences—it has evolved as a device to shield the children and youth of our land from illiteracy and incompetency on the part of the teacher. All of our states now have systematic certification codes that profess to this as their principal objective.

Second, the certification regulations of a state act as a guiding plan for teacher education within that state. All institutions preparing teachers are very conscious of the requirements for certification in order that their products might experience no difficulties in being licensed to pursue their chosen work.

Third, the practice of certification not only keeps would-be professional charlatans out of the ranks of teaching, but also serves to keep those within the ranks from engaging in conduct unbecoming of a teacher. The realization that certificates can be revoked, no doubt deters and obviates much unseemly conduct among members of the profession. In this particular characteristic teacher certification functions in the

same manner as does the licensing practices among physicians, lawyers, barbers, etc.

All authorities in education agree that teacher certification is one of the principal forces that have combined to elevate education to the high level of proficiency it presently enjoys. Its evolution in modern times has been achieved in six steps. First, teachers were certified to teach in any school. Second, in response to improved understanding of children, certification differentiated between teachers of elementary grades and those working at the secondary level. Third, special certificates were issued to the teachers of certain vocational subjects in the high school. Fourth, specialization in the traditional subject fields was recognized at the secondary level by differentiation of certification. Fifth, the diversity of training needed to deal successfully with primary children as compared with those of the upper elementary level was recognized by separate certification. Sixth came the provision of special certificates for those preparing for careers in administration and supervision.

With teacher certification developed to the extent that it has reached throughout our nation as far as the public schools are concerned, the question inevitably rears its head: Why has no part of this regulatory movement affected the colleges?

Can it be that college students are so mature that they need no protection from incompetent teachers? This would hardly be suspected by any of you here today, because your experience has shown you that there is very little difference to be found between high-school students and college students, especially the lower classmen.

Can it be that college students are so energetic, so capable, so innately motivated that teaching them successfully involves none of the professional skills needed by teachers of younger learners? In other words, is it possible that a college teacher may perform successfully with no knowledge of, or training in, the "how" of teaching? An affirmative answer here would appear to be incredible and impossible.

It is not at all unusual to see parents moved to emotional lengths in P.T.A. and other meetings, over the qualifications, preparation, or psychological adjustment of some teacher or teachers with whom their children must come in daily contact. Is it possible that these same parents become disinterested in the qualifications and personalities of their



children's teachers when those children enter college? Or, is it more likely that all college teachers are paragons of efficiency and models of desirable adjustments? Both you and I know that these conditions do not prevail. And we know also that college teachers have never had to meet any requirements that would attest to their being prepared for their work in any way, shape, or form.

Or, is it possible that college students make up such a small proportion of the educables of the nation that our educators and statesmen have ignored their rights to the protection provided to younger learners? According to the latest available *Statistical Abstract*, there were, in 1954, enrolled in 1,863 institutions of higher learning in America more than two and a half million students. Would anyone advocate the abandoning of this large force of young men and young women to shift for themselves in the matter of choosing what, how, and when they will study? Faced with an obvious negative reply, we remind ourselves that we have no way of regulating how these youths are guided.

The same statistical source just cited shows that these college students were taught by more than a quarter million college teachers. Can anyone imagine that many men and women of medicine being permitted to diagnose and treat two and a half million patients without a license among them? This is unthinkable. And, I submit to you that is is equally unthinkable that college teachers should be allowed to go on and on without rendering a professional accounting to those whom they are paid to teach. I contend that the idea that college teachers are born to teach is a myth, and that it is high time that myth is exploded. Would you trust your fate before the bar of justice to the counsel of a philosopher? Indeed not. You would demand the best-trained lawyer your means could provide. Would you trust the spiritual guidance of your teen-age child to the whims of an astrologer? Certainly not. You would insist on that child's consulting the best minister of your acquaintance. Would you take your ailing TV to a radio mechanic? Never. You would hunt the best-trained television specialist in town. And on, and on—the analogies could be piled end on end from here to yonder.

Please note that I am not suggesting here any requirements that college teachers should meet to receive certification. There is ample time for such details to be considered after the fundamental conclusion has been reached that college teachers should be licensed just as any other

teachers. It is my thesis that college teachers wear no special haloes that should exempt them from proving that they are worthy of having young people committed to their care and guidance. Could anything be more reasonable? Many individuals whom you know personally are teaching in college who could not qualify to teach in the public schools in the same towns. Why should this be? Are the younger children more precious? Are the older ones of less value as potential citizens? Both questions must be answered in the negative. The only answer that can be truthfully made is that the problem has been sadly neglected. I insist that it is time for us to alert ourselves to the very apparent need.

But some will point out that all forecasts show that a sharp increase in the number of college teachers will be needed in the very near future in order to care for the increasing enrollments that are certain to enter college in the near future. They will show that even the talk of requiring college teachers to be licensed will erect barriers that will cause many possible recruits to seek employment in industry or elsewhere. I submit that this is an empty argument. Experience has shown the contrary to be true. During the post-war years of acute teacher shortage those states having the most rigid certification requirements fared best and were able to staff the largest percentages of their schools. Our own state was among that number.

The necessity of meeting some reasonable but worthwhile standards for any position renders that position more desirable. It is more likely that the individual considering college teaching as a career would be more favorably impressed if he found that there were criteria to be met in order to qualify therefor, than he would be if he learned that the profession permitted any one who came along to join its ranks regardless of his fitness to do so.

Others will rise to note that if we decide to require college teachers to be certificated and put such machinery into legal motion, we would reap trouble. They would point out that under such circumstances the publicly-supported institutions subjected to such regulation would not be able to compete with private colleges in the matter of attracting teaching personnel. To these Thomases I must reply that such difficulties as they see are much more imaginary than real. Has any difficulty been found in requiring a physician to have a license whether he practices in a private clinic that he owns or in a tax-supported eleemosynary in-

stitution? Is any trouble encountered in applying our own teacher certification regulations to teachers in private and parochial schools attended by Louisiana children and approved by our State Department of Education? Negative answers at once appear for both these questions. Nor would any difficulty be met in any state in applying certification regulations for college teachers in private colleges.

Continued consideration of this problem seems inevitably to return to a few reasonable conclusions no matter how long nor how loud the arguments wax. If it may be presumed that certification has improved the quality of teaching at the elementary and secondary levels, then it seems to me we must agree that:

1. College students deserve as much protection as do their younger counterparts in the elementary and secondary schools.
2. Teachers are teachers no matter at what level they perform.
3. Experience has shown that strong certification laws have helped the teacher supply in the elementary and secondary schools. They should function similarly in the colleges.
4. The problem of certification for college teachers has been too long neglected.

May I conclude with the request that you ponder this matter at length? Can we, as college teachers, afford to leave a great force, already more than two and a half million and still growing, totally without professional regulation? Do you know of any other profession that would do so?

# Good Education Isn't 'Poured In'

BEVERLEY LEWIS

Student, Eastern Michigan College

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That "education is a drawing out process, not a pouring in process" was the first and most valuable educational principle which students learned last year in my educational psychology class. Our instructor, Dr. Holmlund, head of the education department at Flint Community College, supported his statement with statistics which proved that students remember only about one tenth of what is memorized or "poured in." Funk and Wagnall's *New Standard Dictionary* also supports this concept, discussing education in terms of "leading or drawing out" and defining it as "the systematic development and cultivation of the mind and other natural powers." Although educators generally acknowledge this concept of education to be accurate, it is still regarded as theoretical in many educational systems today, and often very little attempt is made to put it into practice.

Dr. Holmlund, however, did put into practical use the concept of educating by drawing out, by developing and cultivating the student's mind. His first assignment in my educational psychology class was for each student to write out a specific plan describing what he or she thought was the ideal way to conduct the class. After discussing the plans, we decided to divide the class into groups and to have each group present an assigned chapter in a panel discussion. This, we thought, would be simple, since each student would only have to read one chapter in every five or six. When we actually started putting our plan to work, though, we found that it involved much more work than if we had just decided on day-to-day reading assignments! Not only did we have to study our own chapters in order to be able to understand and explain them intelligently, but we also had to read every other chapter if we wanted to be able to enter into the discussion with the panel. This kind of "reading to understand and discuss" resulted in much more thorough comprehension of the textbook material than simply reading it as preparation for taking lecture notes, and those who accomplished it did so



with a minimum of instruction or "imparting of knowledge" by Dr. Holmlund.

In addition to working with textbook material the class worked individually or in groups on outside projects. Just before Christmas we gave a Christmas party for the unwanted children at the Whaley Home in Flint. Later several of the students prepared a skit depicting a "problem child" at school and then at home in her "problem surroundings." As these projects were completed the students analysed them, either in writing or in class, as to their aims and resulting educative values, and offered constructive suggestions on how the experiment could have been more effective.

To those students who realized that their only learning in educational psychology would indeed be drawn out of themselves rather than poured in from Dr. Holmlund, the educational experience gained in this class was as satisfactory as it was challenging. Unfortunately there were too many who never grasped this unfamiliar concept of education and who consequently never realized the abundance of learning opportunities which surrounded them. These students jogged along from day to day, confused and dissatisfied, while they waited for their instructor to begin emitting lectures for them to absorb.

This misunderstanding or misconception on the part of the students was not the fault of Dr. Holmlund, nor was it actually the fault of the students, themselves. It is more probable that it was due to a deficiency in the students' education previous to the course in educational psychology. They had never learned, even in theory, that a good education should draw out and develop their minds, not clog them up with "poured in" facts. Since this drawing out concept of education is now so widely acknowledged by educators, it seems that students should become familiar with it also. Then when they find themselves in a classroom situation where this concept is practiced, they will realize their good fortune and will be able to rise above uncomprehending confusion and advance their education by drawing out and developing their own intellectual resources.

# Heat or Light?

**BURTON W. GORMAN**  
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This writing has been inspired by the relatively recent magazine articles which have appeared in recent magazines, and which attempted to show the current evils that beset public education in the United States in general and the high school in particular. What is said here of these articles tends to apply with equal force to many others that have appeared in recent years in the lay press.

1. Such writers frequently let their desire to be startling run away with their better judgment. An example is the titling of one of the articles "Let's Close the Carnival." Isn't this rather cheap journalism? If the high school overemphasizes the extra-curricular it is largely because the community and parental pressures are exerted there. As a high school principal in 1950, I asked a P.T.A. Council why its members consistently failed to ask questions about the school's academic program while questions about the activity life of the school fell thick and fast. The only reply I received from the twenty or so parents present was, "We are under the impression that that is pretty well taken care of." This answer today holds double significance.

2. Why do the warriors consistently fail to attack the high school program where it is today most vulnerable, that is in its driver training program? This is the most expensive subject taught in the high school, it would be most readily transferable to the summer vacation, it is relatively low in intellectual content, and there is some real cause to doubt (in view of accident statistics and insurance rates) whether the school should encourage any pupil to drive at all before high school graduation or age eighteen. Indeed, in some states there is a growing movement to raise the lower limit of the legal driving age. Perhaps the real reason for immunity here is the array of powerful vested interests which might not like the suggestion.

3. One editorial was titled "The Long Shadow of John Dewey." The plain fact is that it's not very long and that relatively few teachers are able to stand in it because they can't discover where it is. The pragmatic orientation of American education reaches back at least to Benjamin Franklin; its influences were well established before Dewey was born. Henry Steele Commager says, in *THE SATURDAY REVIEW* for May 3, that "classicists launch their phalanxes upon John Dewey—sometimes when he isn't even there." American education no doubt would be very much what it is today had John Dewey never lived. The findings of psychologists and mental hygienists; the changed attitudes of social workers, judges, and prison wardens; these have had perhaps a much greater influence upon education than the philosophy of John Dewey.

4. The magazines seem to imply that if one can be labelled as an educationist, that is indictment enough. Education professors are of all shades and hues. They are no more of one ilk than are history professors, English professors, or philosophy professors. They are perhaps much less similar to each other in their thinking than mathematics, chemistry, or physics professors. Like all other kinds of professors, some are brilliant, clever, and capable of creative thought; others are plodding, dull, and able to mouth only phrases they have heard other professors use. They are no more inclined to follow a single party line or to serve as disciples of a single master than sociologists, economists, or psychiatrists. Therefore, anything that one writes about *all* education professors or *most* is automatically false.

5. The undercurrent of the critics' line, seems to say that everything would be rosy if we'd just return to the educational vogue of some indefinite past. This cannot be. Thoughtful men have known, at least since Metternich, that there is no such thing as turning back to any former system. We cannot turn back if we would. And if we could, we would not like what we turned back to. Ours is a dynamic society. Education cannot remain changeless in a changing society. The need is not new but what is now called for is new vision, new imagination, new plans, new adventure in education,—just what is needed in the political, the economic, the scientific fields,—in all the areas where the prime moving forces are mental rather than material. This kind of help seldom comes from the critics.

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### Arts

CELEBONOVIC, STEVAN. *Old Stone Age*. Philosophical Lib., 1957. 942p. \$10.00.

This book presents a splendid general background of prehistoric art, with a wealth of photographs of stone age tools and art forms.

DE FRANCESCO, ITALO LUTHER. *Art Education*. Harper, 1958. 652p. \$6.75.

The book covers elementary, junior and high school art programs as well as the adult program, with particular emphasis on the psychological and sociological factors, and includes many graphs and charts. I feel the book would be of more value to students in an art education program than to teachers with no background in art.

RODIN, AUGUSTE. *On Art and Artists*. Philosophical Lib., 1957. 252p. \$6.00.

This book presents an excellent insight into the psyche of one of the great artists of all time through the use of direct quotations by the artist to the author. Also, included are photographs of some of his works.

### Children's Literature

AISTROP, JACK BENTLEY. *Enjoying Pets*. Vanguard, 1955. 240p. \$3.00.

A delightful book on the care, selection, and enjoyment of pets of all types. Contains some very good illustrations and should be of value to any pet owner. Well written in an easy to understand style. Most appropriate for a junior high or high school library.

ALLAN, MABEL ESTHER. *Swiss Holiday*. Vanguard, 1957. 222p. \$3.00.

Philippa went with her Aunt Millicent to help with the children during the summer in the Italian Alps where her uncle was employed. There are plenty of tense situations, and of course, there is romance.

ALLEN, LOIS. *Mystery of the Blue Nets*. Coward-McCann, 1957. 191p. \$2.75.

Julie was spending the summer in France on the coast of Brittany. She and her friend Tinette were curious, and curiosity led to many things, including international smugglers. Plenty of excitement for upper grade children.

AMERICAN HERITAGE. *Golden Book of America*, Adapted by Irwin Shapiro. Simon, 1957. 216p. \$6.65.

More than 300 full color paintings as well as many black and white illustrations make this book a fascinating pictorial record of a great nation. America's past is made alive for young readers by both narrative and pictures adapted from American Heritage, the magazine of history.

ANDERSEN, HANS CHRISTIAN. *Fairy Tales*. Doubleday, 1958. 217p. \$1.49.

A good, low cost edition of eighteen of Andersen's well known tales. The frontispiece is in color, and the line drawings by Leonard Weisgard are provocative.

ANDERSON, CLARENCE WILLIAM. *Afraid to Ride*. Macmillan, 1957. 89p. \$2.75.

Judy had been a fine rider, but an accident made her afraid to ride again. Fair Lady had been a wonderful horse, but bad handling had broken her nerve for jumping. How the two of them came back to help win the Challenge Cup is a good story for upper grade girls.

APPEL, DAVID AND MERLE HUDSON. *Raphael, The Herald Angel*. Channel Pr., 1957. 54p. \$2.50.

Raphael, the choirmaster of Heaven, was selected to announce the birth of Christ to men. This gentle fantasy pictures his preparation, disappointment when men failed to react, and final joy when he finds that some men have accepted him. Delightful for children 6 to 10.

ARNOLD-FORESTER, FORESTER DELA-FIELD. *The Madagascar Pirates*. Lothrop, 1957. 251p. \$3.00.

An English Admiral tells the stories of some of the better known pirates of Madagascar. The stories are not less interesting because they are true. Upper grade and high school children and older pirate fans will welcome this book.

BAKELESS, KATHERINE AND J. E. BAKELESS. *They Saw America First*. Lippincott, 1957. 222p. \$3.95.

Adapted for adolescent readers from *Bakeless' Eyes of Discovery*, this volume describes the journeys of many explorers of America: De Soto, Coronado, Chartier, La Salle, and Lewis and Clark. The well told accounts are supplemented by excellent photographs and one map.

BARNUM, JAY HYDE. *Motorcycle Dog*. Morrow, 1958. 48p. \$2.50.

All of the magic of a county fair is woven into this touching story of the stunt motorbike rider who made a home for an unwanted puppy. Then the puppy helped develop an added thrill that brought applause and added pay. To be read to pre-school children, and read by primary children.

BARROW, MARJORIE. *Read-aloud Poems Every Young Child Should Know*. Rand McNally, 1957. 72p. \$2.95.

An authority in children's literature has selected both old and new poems that children love best. Ages 4-9. Illustrated by Marjorie Cooper.

BAUMANN, HANS. *Sons of the Steppe*. Oxford, 1958. 273p. \$3.00.

An historical novel dealing with grandsons of Genghis Khan. The portrayal of the life of the Mongols is well done, but in no way intrudes upon the vigorous action and portrayal of characters. High school reading level.

BEATON-JONES, CYNON. *So Hi and the White Horse*. Vanguard, 1957. 120p. \$3.00.

As delightfully fantastic as *The Adventures of So Hi*. Those who already know *So Hi*, Dripoff the dragon, and Yappa the dog will delight in this extension of their adventures. Others have a treat in store in making their acquaintance. For intermediate grades and all older persons who have vestiges of youth.

BECKHARD, ARTHUR J. *Black Hawk*. Messner, 1957. 192p. \$2.95.

A young person's biography of the great Indian chief, Black Hawk. The material is presented in the form of a novel.

BEELAND, LEE. *Space Satellite*. Prentice-Hall, 1957. 79p. \$2.95.

Although written for the 10-14 age level, this book is also recommended for adults who have little or no scientific knowledge of space travel or satellites. Gives clear interesting explanations on such questions as: what a space satellite is, what it contains, how it stays up, and what messages will be sent back to earth.

BENNETT, WILLIAM EDWARD. *Last Voyage*. J. Day, 1958. 239p. \$3.50.

Those who go "down to the sea in ships" face always the possibility of disaster. Here are stories of famous shipwrecks and disasters, with the persons and heroism involved. The stories are authentic, and leave room for imagination. Junior and senior high school reading level.

BERGAUST, ERIK. *Rockets and Missiles*. Putnam, 1957. 48p. \$2.00.

As an introduction to the guided missile field, this book contains pictures and descriptions of most operational missiles in the United States. Material is based on information released by the Government and other sources, such as trade magazines and books.

BICKFORD, ELIZABETH. *The Little Girl of Long Ago*. Bruce, 1956. 73p. \$3.00.

An authentic story of a little girl in Colonial days. Holidays are shown as highlights in their busy lives. Unfortunately the format and illustrations will not attract young readers, for whom the story is written.

BOARDMAN, FON WYMAN. *Castles*. Oxford, 1957. 104p. \$3.25.

Very interesting account of the importance of castles in the feudal life of the middle ages, together with descriptions of their physical features, and methods of defense and attack. Illustrated by photographs and drawings. Ages 8-12.

BONNER, MARY GRAHAM. *Wonders Around the Sun*. Lantern, 1957. 118p. \$2.50.

*Wonders Around the Sun* describes for children the solar system. Its emphasis is factual rather than imaginative. The book would be a desirable reference for the intermediate grades.

BUEHR, WALTER. *Underground Riches, the Story of Mining*. Morrow, 1958. 95p. \$2.50.

Intermediate graders will appreciate this informative and well illustrated account of man's quest for minerals.

BURT, OLIVE. *Jim Beckwourth, Crow Chief*. Messner, 1957. 192p. \$2.95.

Adolescent adventure lovers should find this biography of more than routine interest. Beckwourth, during his tempestuous career was a trapper, trader, buffalo hunter and a chieftain of the Crow Indians. The book is a good introduction to the story of the opening of the Rocky Mountain area to the white man.

CAMPBELL, SAMUEL ARTHUR. *Beloved Rascals*. Bobbs-Merrill, 1957. 244p. \$3.00.

More chatty stories of forest creatures and their ways by a veteran observer, lover and writer of nature. Just the thing for boys and

girls ten to fifteen who have pets and love the out-of-doors. Children already acquainted with Sam and Ginny, and Indky, the coon, will welcome old friends and be glad to make new ones.

CASE, BERNARD. *The Story of Houses*. Sterling, 1957. 47p. \$2.50.

Men have always built their homes according to the climate in which they live, and the materials and tools available for their use. This book shows the strange variety of homes people have lived in, from the earliest cave homes to the modern solar homes. Ages 8-12.

CHANDLER, EDNA WALKER. *Young Hawk*. Beckley-Cardy, 1957. 128p. \$1.76.

Accurate information forms the background of the interesting story of Young Hawk, as he visits several Indian tribes in the far West. Written for third graders who will sympathize with him in his capture by an unfriendly tribe and in his eagerness to become a real trader for his tribe. Recommended.

CHARLTON, WARWICK. *The Second Mayflower Adventure*. Little, 1957. 245p. \$4.95.

Here is an intriguing book. The appeal of history, adventure, and ships is combined in the telling of the building and sailing of Mayflower II. Good general reading.

CHURCH, RICHARD. *Down River*. Day, 1957. 189p. \$2.75.

A delightful work of fiction about a group of boys who capture a gang of smugglers while exploring a cave. A thoroughly entertaining book which should be especially appealing to the 12-16-year-old age group.

COATSWORTH, ELIZABETH JANE. *Poems*. Macmillan, 1957. 115p. \$2.50.

Miss Coatsworth's poems belong to those readers who are delighted by such poetic qualities as sensitivity, perception, originality in word choice, and whimsicality.

COFFIN, LEWIS AND MANNING LONG. *The Fog Boat*. Lothrop, 1957. 128p. \$2.75.

Fantastic things come with the fog. Upper grade children will appreciate fog boats, pirates, Scoundrel Islands, light houses, Maginty who goes down to the bottom of the sea, Davy Jones Locker, and the stimulating pictures Gil Miret has dreamed for illustrations.



COLBY, CARROLL BURLEIGH. *Operation Watchdog*. Coward-McCann, 1956. 48p. \$2.00.

Brief descriptions of rockets, guided missiles, aircraft and radar equipment of U. S. forces prepared with the cooperation of military and governmental agencies. Excellent documentary photographs. For 11-18.

COLE, LOIS DWIGHT. *Linda Goes on a Cruise*. Coward-McCann, 1957. unp. \$2.50.

All the details of a ship on an eight day cruise. Children who have been on a ship will enjoy the familiar; those who have not will be delighted with the novelty. Also, Linda and Ricky help the ship's detective look for stow-a-ways. They didn't find any, but they did see the ship. For primary children.

COURLANDER, HAROLD. *Terrapin's Pot of Sense*. Holt, 1957. 125p. \$3.00.

A collection of folk tales, the general theme being the triumph of sense over size, or the weak over the strong. All except one of the tales were gathered in rural areas of Alabama, New Jersey and Michigan from Negro narrators. Many are well known in one or more versions. Ages 10-15.

CRANE, FLORENCE. *Gypsy Secret*. Random House, 1957. 245p. \$2.95.

Beautifully bound, this story with formula ingredients—girl plus horse, plus young man—is enlivened by an unusual heroine, a real gypsy princess, some interesting words and phrases from the gypsies' Romany tongue, and the "secret" of the title, which is well enough kept to tantalize the reader. Teen-age girls should enjoy the tale of red-haired Randy, the lovely gypsy princess.

CRISP, FRANK. *The Manila Menfish*. Coward-McCann, 1957. 244p. \$3.00.

An attractively done work of fiction having a scientific background. Involves the capture of smugglers of uranium. The type of book that would appeal to the junior high age group. Should arouse an interest in science and the use of scientific instruments.

CUMMING, PRIMROSE. *The Mystery Pony*. Criterion, 1957. 213p. \$3.50.

The story of a group of English children who attempt to save an old pony; from what they consider a terrible fate. Slow-moving at the beginning, the plot becomes more intriguing as the story progresses. Best suited to interests of 11- and 12-year-olds.

DARBY, GENE. *What Is a Chicken*. Benefic, 1957. 48p. \$1.60. *What Is It Series*, Grade 2.

Youngsters will enjoy the pictures by Lucy and John Hawkinson, and in the latter part of the first grade will be able to read the text. The author dodges the question as to which comes first, the chicken or the egg.

DARBY, GENE. *What Is a Cow*. Benefic, 1957. 48p. \$1.60. *What Is It Series*, Grade 3.

Illustrations by Lucy and John Hawkinson lend some charm to a story in which the education overshadows the story. For young children.

DEMING, THERESE O. *Little Eagle*. A. Whitman, 1958. 96p. \$2.00.

A true account of Indian traditions and ways of life, written for primary grades. The style and illustration is in the spirit of the Indian, and it is said to have their approval. Recommended.

DERMAN, SARAH. *Pony Ring*. Beckley Cardy, 1957. 64p. \$1.44.

Easy to read stories of the pony ring, the ponies and the children with a wonderful dog named King. To be read by first and second grade children, or to younger ones.

DILLON, EILIS. *The Wild Little House*. Criterion, 1957. 31p. \$2.75.

The little house was built by a sailor. It stood on four posts that looked like legs. One night the little house discovered they were legs, and that it could walk. That is when the little house became wild. Children 4 to 9 years-old will enjoy finding out how wild. The pictures will help them.

DISNEY, WALT, productions. *Walt Disney's Worlds of Nature*, By Rutherford Platt and others. Simon & Schuster, 1957. 176p. \$6.65.

Selections from the Walt Disney Studio's motion picture series. True-Life Adventures, compose this beautiful picture book. The text by Rutherford Platt describes the habits of animals, birds, insects and plants living in this world of nature. An outstandingly attractive book for all ages. Illustrated by photographs in true color.

DOW, EMILY R. *Brooms, Buttons and Beaux*. Barrows, 1957. 189p. \$2.95.

Practical hints offered in easy-to-follow outline form, attractive pen-and-ink illustrations, and sensible suggestions for many realms of a teen-age girl's life (care of house plants, baby sitting, and home nursing among the more usual etiquette and housekeeping) make this a helpful and appealing reference book.

EARLE, OLIVE LYDIA. *White Patch: A City Sparrow*. Morrow, 1958. 62p. \$2.50.

The story of the life of a city sparrow for one year, so told as to develop interest in birds. He finds a home in a garden where bird lovers feed him and other birds during the winter.

ESTEP, IRENE. *Pioneer Tenderfoot*. Beckley-Cardy, 1957. 160p. \$1.96.

An authentic picture of pioneer life in Texas in the 1870's. Accounts of the hospitality, the work on the farms and ranches, chasing wild horses, school parties, and all such activities help the reader understand why those hardy people loved that good hard life. Recommended.

EULENSPIEGEL. *Till Eulenspiegel, the Clown*, Retold by Erich Kastner. Messner, 1957. 70p. \$2.95.

Till Eulenspiegel liked to make folks laugh, and to laugh at folks. He was a famous clown, but even more famous for the pranks he played on others. This is a selection of a dozen of these pranks, told for children 8 to 12, and illustrated delightfully in color and in black and white by Walter Trier.

EVANS, PAULINE RUSH, ed. *Good Housekeeping's Best Books of: Adventure Stories, Animal Stories, Bedtime Stories, Fairy Tales, Fun and Non-sense, Nature Stories*. The Magazine, 1957. \$2.95, each.

Both modern and familiar favorites from the classics are represented in this set of six "Best Books" selected by an authority on children's literature. Illustrations in black and white. Ages 4-12.

EVERS, ALF. *Abner's Cabin*. Watts, 1957. unpag. \$2.95.

Abner built a cabin, the first home in the valley. Other houses were built, and many families lived in Abner's cabin in Abners-

ville. Finally the townspeople made a museum of this, the oldest building in town. Well illustrated by Leonard Weisgard.

FERRARI, ERMA PAUL. *A Teen-ager's Guide to Personal Success*. Abingdon, 1957. 126p. \$2.00.

This handy-size book recommends itself to high school readers by its frank, chatty, but not condescending language and its careful but not weighty discussion of all major facets of a teen-ager's life.

FLOTHE, LOUISE LEE. *A Year to Remember*. Lothrop, 1957. 252p. \$2.75.

A year in a Swiss private school for girls, with skiing trips and a spring vacation in Italy is truly a year to remember. Then there are the other girls from many lands. Junior high girls should find this very interesting.

GESNER, ELSI MILLER. *The Lumber Camp Kids*. Vantage, 1957. 134p. \$2.95.

Bob and Rosy Grant and their cousins, Kenneth and Kathy, got lost in the Maine woods. Their camp craft stand them in good stead, until Rover led Aunt Effie and Mr. Green to them. There is a strong religious background to this story for intermediate grade children.

GOODSPEED, J. M. *Let's Go to a Garage*. Putnam, 1958. 45p. \$1.95.

This informative tour of a garage will help the 7-10-year-old to a better understanding of the part that the garage attendant plays in safe driving. Easy reading and attractive illustrations.

GORDON, PATRICIA. *The Light in the Tower*. Lothrop, 1957. unpag. \$2.50.

The light house on Mark Island was closed for many years. When a family finally move in, it was not to keep the light, but just to live there. On Christmas the boy put a tree in the tower and a lantern over it. After that he put a lantern there every night. The story and the delightful illustrations by Adrienne Adams are for kindergarten and primary grades.

GOUDEY, ALICE. *Here Comes the Beavers*. Scribner, 1957. 94p. \$2.50.

An excellent story that is at the same time good nature study and soil conservation material. The illustrations by Garry MacKenzie are both interesting and instructive. For primary grades, but usable in grades four or five.

GRAMATKY, HARDIE. *Homer and the Circus Train*. Putnam, 1957. unp. \$2.75.

Homer was a new, bashful, little red ca-boose. He did not have any regular job, but he knew he belonged on the end of a train. Then his big chance came with the circus train when the coupling broke and Homer had to save all the animals. 3 to 8-year-old children love Homer.

GRUENBERG, SIDONIE MATSNER. *Let's Read a Story*. Garden City, 1957. 159p. \$2.95.

Here are excellent stories and verses to read to the youngest readers of all, the ones who still want to be read to, or who are just beginning to read to themselves. Parents and teachers of the very young will welcome this book.

HARLOW, ALVIN F. *Henry Bergh, Founder of the A.S.P.C.A.* Messner, 1957. 186p. \$2.95.

The story of a rich, aimless playboy who became an effective crusader against cruelty to animals and children. Dramatic and interesting, this is an excellent reference book for junior high school students.

HENRY, MARGUERITE. *Black Gold*. RAND McNALLY, 1957. 172p. \$2.95.

His name came from oil rich Oklahoma where he was born. His mother was the pride of the Osage Indians, and his father a Thoroughbred. His jockey was Irish, and his triumph won over obstacles. A horse story for intermediate grade children.

HERNDON, BETTY B. *Bill and the Clown Bird*. Caxton, 1957. 153p. \$3.50.

Bill loved pets, but his mother did not, and then there were neighbors who "must not be bothered." A garter snake is banished, but a Mexican bird called a Road-Runner, finally overcomes even adult women's resistance by a gallant and winning fight with a rattle snake. For intermediate grades.

HOFFINE, LYLA. *Running Elk*. Bobbs-Merrill, 1957. 108p. \$2.75.

A boy and his dog, the Indians bad and Bent-Ear, the faithful. Incidents and stories making his life and how he comes to long to be a medicine man. 6 to 10-year-old children will sympathize with him in his efforts to make himself worthy.

HOBEN, LANCELOT THOMAS. *The Wonderful World of Energy*. Garden City, 1957. 69p. \$2.95.

This is a colorfully illustrated and interestingly told story of the development of energy concepts in the physical sciences. The book should both inform and inspire youth.

HYMAN, FREDA. *Who's for the North*. Roy, 1957. 127p. \$3.00.

Fourteenth-century England provides the setting for this story of one Harry Hospur. Based on sound research, this account provides a good look into English life of the time. A "Pageant of History" book designed for young readers.

LAMBERT, JANET. *The Precious Days*. Dutton, 1957. 192p. \$2.75.

This very entertaining story offers to the teen-age girl a fellow teen-ager making two important discoveries: brains, even in a girl, are to be respected, not ridiculed; and parents, though they have idiosyncrasies are to be loved and appreciated. Cassandra Campbell, sixteen-year-old heroine of this tale, learns all this and how to be a teen-ager, an experience she had missed on her travels to ports of call the world over in the Campbells' converted Chinese junk on which her brilliant professor-father wrote books and her artist-mother painted and read voraciously.

LAUBER, PATRICIA. *Clarence Goes to Town*. Coward-McCann, 1957. 126p. \$3.00.

Children who remember *Clarence the TV Dog* will welcome Clarence in town. Other children will be glad to make his acquaintance. He is handy as a pocket in a shirt, showing up an imitation fur coat, helping win a trip abroad, breaking up a ring of thieves, and in general behaving like Clarence.

LEEKLEY, THOMAS B. *The Riddle of the Black Knight*. Vanguard, 1957. 176p. \$3.00.

Tales and fables based on *Gesta Romanorum*, delightfully told for children in the intermediate grades. Mr. Leekley has done a wonderful thing in selecting interesting tales that have not been worn threadbare by repetition.

LEWELLEN, JOHN BRYAN. *Under-standing Electronics*. Crowell, 1957. 213p. \$2.75.

A book such as this has a strong appeal to youth of scientific bent. Even though many technical terms are used, the author has done a masterful piece of work, and his illustrator no less, in presenting the rudiments of electronic theory and its application.



LINDMAN, MAJ JANE. *Snipp, Snapp, Snurr and the Reindeer*. A. Whitman, 1957. unpag. \$1.50.

The three Swedish boys are old friends to many young readers, have new adventures in Lapland, the home of the reindeer. Easy reading for ages 6-8.

MAIN, MILDRED MILES AND SAMUEL H. THOMPSON. *Footprints*. Steck, 1957. 226p. \$2.00.

Brief sketches, twenty-five in all, of well-known personalities in Southern history from James Oglethorpe to Martha Berry. A useful reference source for young readers and, therefore, a worth-while item for elementary school libraries.

MEADOWCROFT, ENID LA MONTE. *Silver for General Washington*. New Ed. Crowell, 1957. 247p. \$3.00.

Gil and Jenifer live through the fateful winter of 1777 at Valley Forge. Through their activities, boys and girls learn in a pleasant manner the trials of Washington and his army.

MIERS, EARL SCHENCK. *Guns of Vicksburg*. Putnam, 1958. 187p. \$3.00.

Eb Potter, 17-year-old Iowa farm boy, fought at Shiloh. Later he was on Grant's staff. There are adventures woven into an account of the Vicksburg campaign. For ages 10-14.

MONCKTON, ELLA. *Dog Toby*. Warne, 1957. 44p. \$1.25.

Toby was tired of his work, collecting pennies for the Punch and Judy show, so he ran away, frill and all. He helped a monkey with a hurdy-gurdy man get away and on board a ship for Africa, and then was very glad to get back to his master. Ages about 4 to 7.

MUNCHHAUSEN. *Baron Munchhausen*: Retold by Erick Kastner. Messner, 1957. 68p. \$2.95.

Many of the wonderful tales of Baron von Munchhausen delightfully told for intermediate grade children. Generously illustrated by Walter Trier with ten full pages in color and equally interpretative black and white sketches in addition.

NIXON, KATHLEEN IRENE. *Pindi Poo*. Warne, 1957. unpag. \$2.00.

Pictures and text tell of the dachshund, and the friends she made in her new home. Children about 4 to 7 will enjoy meeting

Pushti, the big dog, Puddle and the friends in the woodland.

PAIN, NESTA. *Louis Pasteur*. Putnam, 1958. 122p. \$2.00.

This is the intimate, personal story of the first man to discover how germs are spread, and to find ways of preventing their growth by sanitation and vaccination. Fascinating reading for upper grade children.

PARDOE, MARGOT. *Curtain of Mist*. Funk, 1957. 246p. \$2.95.

Deep, deep magic takes the three Macalister children and their tutor back to Celtic Britain. There they live with Cymbel, the son of the king, and live as the Celts lived. It takes more magic to bring them back to modern times. Not much like Mark Twain's Connecticut Yankee, but the same general idea.

PERKINS, WILMA (LORD). *The Fannie Farmer Junior Cook Book*. rev. ed. Little, 1957. 179p. \$3.50.

A good revision of a good book, recognizing "cooking out" and short cuts for modern needs. Most Boy Scout and Girl Scout troops will want this book as troop equipment, and many young couples will enjoy exploring it together.

PUSS IN BOOTS. *Puss in Boots*, Retold by Erich Kastner. Messner, 1957. 66p. \$2.95.

A delightful telling of this well known story. Who but Erich Kastner would think of having the cat complain that the wizard had turned himself into too small a mouse. The illustrations by Walter Trier are wonderful.

REINFELD, FRED. *Fun with Stamp Collecting*. Garden City, 1957. 88p. \$2.95.

Written by an authority on the subject, this book contains everything the young beginner should know about starting a stamp collection. Well illustrated. Suitable for ages 8-14.

*Robin Hood Stories for Pleasure Reading*, by Edward W. Dolch and others. Garrard, 1957. 162p. \$2.50.

These classic stories adapted for reading by good second grade to slow 5th grade readers, using the first 1,000 words for children's reading. The illustrations by Carmen Moury are so good one wishes there were more than 16 of them.



ROBINSON, GERTRUDE. *In a Scout's Boots*. Steck, 1957. 135p. \$2.00.

Paul Loomis, barely sixteen, helped his father, one of Washington's scouts, in gathering and passing on information. Then he had work of his own to do for General Stark. Finally, still only sixteen, he was commissioned a lieutenant, a full scout for Stark and Washington. Ages 8-12.

ROBINSON, GERTRUDE. *The Mooring Tree*. Oxford, 1957. 168p. \$3.00.

How Jason Ware arrived at Jamestown as a lad at the time of the colony; almost was lost is a story in itself. His integrity, industry and sense of justice made him a burgess at 20. Into this story are woven history of nature and interest to intermediate grades.

RUSSELL, BETTY. *Chick-Chick Here*. Whitman, 1957. unpag. \$1.25.

Here is related all about Tom Newcombe's 4-H project which is raising a flock of tiny yellow chicks into laying hens. This simply written, durably bound, attractively illustrated book will be easily read by beginning readers.

RYAN, JESSICA. *The Malibu Monster*. Bobbs-Merrill, 1957. 168p. \$2.75.

Three-year-old Jane was a pest, and Henry was a pain. Steve and Mike try Malibu to escape, but there are complications like escaped convicts and terrible monster. Children about 10 to 14 will enjoy finding out about the remarkable events.

RYAN, JOHN. *Captain Pugwash*. Criterion, 1957. unpag. \$2.75.

Captain Pugwash was a pirate and admired himself greatly. Tom was his cabin boy. Captain Cut-Throat Jake was another pirate, and it took Tom to save Captain Pugwash. The illustrations are well fitted to the story, and both are well fitted to young children.

SCHILDBURGER. *The Simpletons*; Retold by Erich Kastner. Messner, 1957. 69p. \$2.95.

The wonderful city of Schilda in Germany had citizens so smart that they had to act stupid to defend themselves. Then they really became stupid; how stupid you could never guess unless you read this book with the pictures, many in color, to prove it is true.

SHUTTLESWORTH, DOROTHY E. *The Real Book About Prehistoric Life*. Garden City, 1957. 216p. \$1.95.

This is an accurately and interestingly written account of prehistoric life. Indeed it is the answer to the teen-agers quest for a single book which presents the ages of geologic time in simple yet concise scientific language. Imaginative descriptions and line diagrams carry the story. Alert youth will discover the continuing theme of changing forms and adaptation.

SIMON, NORMA. *My Beach House*. Lippincott, 1958. unpag. \$2.25.

Children and the excitement of the trip to the beach are well handled by Miss Simon and the illustrator, Velma Illsley. Excellent for pre-school children.

SLOBODKIN, LOUIS. *Thank You—You're Welcome*. Vanguard, 1957. unpag. \$2.75.

Jimmy said thank you very nicely, and wanted to learn to say you're welcome. He learned, and children about 3 to 6 will enjoy his learning, and the pictures that help explain it.

SOOTIN, LAURA. *Let's Go to an Airport*. Putnam, 1957. 34p. \$1.95.

The young reader is taken behind the scenes where he sees that an airport is indeed a busy place. It is shown that a plane's safety while in the air is the responsibility not only of the pilot, but also of the men in the control tower, weather department, and ground crew.

SPILLER, BURTON LOWELL. *Northland Castaways*. Bobbs-Merrill, 1957. 228p. \$3.00

Ronald and Dick, by a strange accident, were stranded 100 miles from civilization in the north woods. With grit, luck, and the use of smatterings of Scout experience, they made it all right. Upper grade boys will feel themselves part of the hard-working pair at the same time they envy and admire them.

SPRAGUE, ROSEMARY. *Conquerors of Time*. Oxford, 1957. 211p. \$3.50.

Young Reg, of the well-to-do family of Reg, is faced with the possible loss of Reg Hill through a swindle. Facing his responsibilities he goes to work as an apprentice to a famous watchmaker. How he solves the problem of who the swindler was, and saves the plans for a musical clock, and incidentally saves Reg Hill makes an enthralling story for upper grade and high school students.

SULLIVAN, WALTER. *White Land of Adventure*. McGraw-Hill, 1957. 224p. \$3.50.

A short, easy to read account of Antarctica and the expeditions with which the author has been associated. Mr. Sullivan is the author of *Quest for a Continent*, one of the most authentic and detailed accounts of explorations in Antarctica. Just right for children in the upper grades.

SWIFT, JONATHAN. *Gulliver's Travels*; Edited for young readers. Doubleday, 1958. 272p. \$1.49.

Included are the voyages to Lilliput, Brobdingnag, Laputa Balnibarbi, Luggnagg, Glubbdubdrib, and Japan. The drawings by Leonard Weisgard tease the imagination which these tales keep at a high stage. A good edition at a low cost.

SYME, RONALD. *Cartier: Finder of the St. Lawrence*. Morrow, 1958. 95p. \$2.50.

A biography of an explorer written by Syme and illustrated by William Stobbs is bound to be a good addition to a junior bookshelf. This one is somewhat dramatic, but should be pleasant and informative reading for children.

TRUAX, RHODA. *True Adventures of Doctors*. Grosset, 1957. 216p. \$1.50.

True stories of physicians, each of whom has made outstanding contributions to the cause of health and the continuing crusade against disease. For junior and senior high school readers.

TUFTS, ANNE. *Rails Along the Chesapeake*. Holt, 1957. 223p. \$3.00.

An historical novel for young readers centered around Baltimore in 1830 and dealing with America's first locomotive, Tom Thumb. An exciting tale with good illustrations and format.

WALLOWER, LUCILLE. *The Morning Star*. McKay, 1957. 56p. \$2.50.

Based on a tradition with probably much truth in it, this is the story of the almost miraculous saving of the Moravian settlement at Bethlehem, Pennsylvania, from an Indian attack in 1775. The truth of the story does not detract from its interest for children in intermediate grades.

WATSON, NANCY DINGMAN. *The Fairy Tale Picture Book*. Garden City, 1957. 91p. \$2.95.

Pictures that stimulate the imagination, done with ingenuity by Aldren Watson, help make these well chosen stories of even more than ordinary appeal to those who are young in heart. The wonderland of the impossible that only fairies can create is here for youthful delight.

WILSON, HAZEL. *Tall Ships*. Little, 1958. 234p. \$3.00.

The setting is the time just before the War of 1812. Ben Wingate, not quite 16, and his friend, "Turtle" O'Connor start from Maine to Washington in a longboat, but are impressed as sailors by a British frigate. Their ship is eventually defeated by Decatur, and Ben becomes a midshipman on his flag ship. For upper grade boys.

YOUNG, ELLA. *The Wonder-Smith and His Son*. Longmans, 1957. 190p. \$3.00.

The delightful weirdness of the Irish folk tales has been transmitted in a way well suited to intermediate grade children. These stories are folk tales concerning Gubbaum Saor, the wonder-smith. Older people will enjoy reading these to children, just as they enjoy taking children to the circus.

ZIMMIK, REINER. *The Proud Circus Horse*. Pantheon, 1957. unpag. \$2.75.

The white circus horse became so proud of himself that he decided he did not have to work any more in the circus. So he ran away to be free. It took time and much trouble to teach him that one must work for his living. Primary children will be as glad as he was when he gets back to the circus.

## Education and Psychology

ATKINSON, JUSTIN BROOKS, ed. *College in a Yard*. Harvard U. Pr., 1957. 220p. \$2.50.

Brief tributes to the oldest American university from the pens of graduates ranging from M. A. De Wolfe Howe of the class of 1887 to Jonathan Kozol of 1958. In between come Crane Brinton, Van Wyck Brooks, John Dos Passos, H. M. Kallen, John F. Kennedy, John P. Marquand, David McCord, Lucien Price and others. A pleasant book to read and, at the same time, one that gives fascinating insights into a great university and some of the distinguished men who have taught there.

BARRY, RUTH. *Modern Issues in Guidance-Personnel Work*. Teachers Coll., 1957. 234p. \$3.75.

Critical analysis of present day guidance-personnel work, with the purpose of giving new perspectives for future progress. A challenging book for all interested in any issue of education and guidance.

BONTHIUS, ROBERT H. and others. *The Independent Study Program in the United States*. Columbia U. Pr., 1957. 259p. \$4.50.

The first comprehensive analysis of independent study programs in undergraduate colleges. Special studies have been made of twenty programs. This is an excellent starting point for any persons interested in possible deviations from traditional requirements for graduation.

CARMICHAEL, OMER AND WELDON JAMES. *The Louisville Story*. Simon, 1957. 169p. \$3.50.

The challenging story of a great southern city's preparation for an attempt at complete school integration and how parents, business and civic leaders, the press, the citizenry, and school officials played their own important roles in making the transition a relatively easy and apparently successful one.

DUDYCHA, GEORGE JOHN. *Learn More with Less Effort*. Harper, 1957. 240p. \$2.75.

A well prepared guide designed to improve study habits of college students and high school seniors. It is a practical volume, and is well written; on both counts it deserves commendation.

FAUNCE, ROLAND C. AND N. L. BOSSING. *Developing the Core Curriculum*. 2d ed. Prentice-Hall, 1958. 386p. \$6.65.

The revision of this text is an improvement over the original in describing what the core curriculum is and what it is not. The text sets out to "sell" the core curriculum idea and does a forceful job of it. Perhaps its greatest limitation is the assumption that the core curriculum is the answer to curriculum problems instead of one answer. The dedication, for example, refers to "the better way." This point of view is developed as a kind of theme which runs throughout the text.

FRENCH, WILLIAM MARSHALL and others. *Behavioral Goals of General*

*Education in High School*. Russell Sage, 1957. 247p. \$4.00.

Describes general education goals in high school employing the currently stylish approach of behavioral outcomes. Emphasis is placed upon illustrative behaviors for evaluative purposes in this setting. Far from being thought-provoking reading or from bringing fresh thoughts to the topic, the book is still useful as an up to date statement of the case for a behavioral view of general education.

HEYNS, ROGER WILLIAM. *The Psychology of Personal Adjustment*. Dryden, 1958. 548p. \$4.90.

An unusual combination of principles of adjustment and developmental psychology in a handsomely manufactured book designed for use at about the sophomore level.

JACOB, PHILIP E. *Changing Values in College*. Harper, 1957. 174p. \$3.50.

An excellent summary of many research projects showing what changes occur in students' patterns of values during college and to what extent these changes stem from the influence of the curriculum, the impact of the instructor, and the effects of the teaching method. A detailed description of what the average college student thinks and feels is included.

LANE, BESS B. *Enriching Family Life*. Public Affairs, 1957. 121p. \$3.25.

Mrs. Lane renders a distinct service to the improvement of home-school relations in this highly informal handbook. While it is not documented nor scholarly in the usual sense, yet the views expressed reflect a soundness not often enough achieved in this type of material. The author has a knack of reasoning with the reader without reflecting attempts to indoctrinate her own ideas. The writing style, somewhat chatty in nature, is recommended both for individual readings and for parent study groups in discussing mutual interests and problems in the area of home-school relations.

LONGENECKER, HERBERT E. *University Faculty Compensation Policies and Practice in the United States*. U. of Ill. Pr., 1956. 271p. \$1.50.

A useful review and analysis of policies, practices, and problems related to supplemental compensation of university faculty members. This type of material is especially valuable for college administrators and others concerned with policies for compensation of faculty.



MALLINSON, VERNON. *An Introduction to the Study of Comparative Education*. Macmillan, 1957. 249p. \$3.50.

This is a brief introduction to a very large subject—some may find it altogether too brief. The writer deals with education in Britain, France, Belgium, Italy, Germany, the Scandinavian Countries the U.S.A. and the U.S.S.R. His treatment of each—by topics—is necessarily very compact and very brief.

MINSKI, LOUIS. *Deafness, Mutism and Mental Deficiency in Children*. Philosophical, 1957. 82p. \$3.75.

This volume outlines causes of deafness in children describes relevant neurological, audiometric, and psychological assessment techniques, and stresses the importance of early and correct differential diagnosis. The unfortunate psychological effects of faulty diagnosis are described. The major ideas contained could be present in 20 pages; sophisticated use of the ideas would require reading many more than 80 pages, not to mention specialized training.

MORGAN, CLIFFORD T. and JAMES DEESE. *How to Study*. McGraw-Hill, 1957. 130p. \$1.50.

This manual covers a wide variety of topics, ranging from the making of a schedule for study to the taking of tests. It also includes chapters pertaining to study techniques in certain subject-matter fields such as mathematics and foreign languages. It is written in an informal style directed to the student and his problems. One of the better of the many manuals dealing with this subject.

MORT, PAUL R. *Fiscal Readiness for the Stress of Change*. U. of Pittsburgh Pr., 1957. 97p. \$1.00. Horace Mann Lecture, 1957.

A brief, well written review of the author's views on school finance in the present national setting.

STRATEMEYER, FLORENCE B. *Developing a Curriculum for Modern Living*. 2d ed., rev. and enl. Teachers Coll., 1957. 740p. \$5.50.

The new and complete revision may be fairly described as a popular classic in the sense that it is a scholarly work which reflects real depth of insight into curriculum development. It is popular in having achieved a style of communication that gives curriculum development genuine reality to a wide range of readers. The achievement of this combination of depth and a sense of con-

crete reality make it appropriate both for experienced teachers and for the less mature pre-service teachers as well.

Throughout the text, there is a constant weaving of generalizations and of specific situations. Each page has something important to say and says it well. Far from being a perfunctory revision, to gain a current copyright date, here is a book that reflects painstaking, unhurried effort in achieving clarity in expressing important facts and concepts in curriculum development for today's children and youth.

WHITNEY, FRANK PECK. *School and I*. Antioch Pr., 1957. 173p. \$3.00.

This is a book of comment on the author's teaching career rather than an autobiography; the author disposes of his childhood and college years in the first 18 pages. Included is an "Index of Education Topics."

## Health and Physical Education

GARDINER, MARY DENA. *The Principles of Exercise Therapy*. 2d ed. Macmillan, 1957. 306p. \$4.00.

This book has been written for all those who are interested in the use of exercise to promote physical rehabilitation. The various techniques now in common use are described in simple terms for the student in physiotherapy.

JOHNSON, GRANVILLE BRADBURY. *Your Career in Physical Education*. Harper, 1957. 275p. \$3.50.

An excellent book on the introduction to physical education. This book is well organized and the materials are presented in such a manner that prospective physical education teachers will be properly oriented into this professional field.

## Literature

ADRIAN, ARTHUR ALLEN. *Georgina Hogarth and the Dickens Circle*. Oxford, 1957. 320p. \$7.25.

The story of the devotion of Charles Dicken's sister-in-law to him and his literary fame. Professor Adrian of Western Reserve University has done careful research in the libraries of this country and of England. The result of his knowledge, coupled with a pleasing and unencumbered style, is a book which has both historical and literary merit.



BOTKIN, BENJAMIN ALBERT, ed. *A Treasury of American Anecdotes*. Random, 1957. 321p. \$3.95.

The author is giving a portrait of the American people through their folk expressions. This collection of over 400 anecdotes has been gathered from all over the country, from old and new, popular and traditional sources. An excellent source book for writers, speakers and librarians. Indexed by author, title, person, place, type, and motif.

BROOKS, GLADYS. *Three Wise Virgins*. Dutton, 1957. 244p. \$4.00.

Three great personalities presented together in charming interpretive biographical sketches. Each of these wonderful women is unique in both personality and achievement. They are alike in that each made significant contributions to human welfare.

BUTLER, ELIZA MARIAN. *Heinrich Heine*. Philosophical, 1957. 291p. \$6.00.

A biography that skillfully intertwines the life and the writings of the great German poet who did most of his writing in France. The contradictions of character and conflicts of soul are clearly portrayed with sympathy that does not try to condone. This book will be particularly appreciated by those who already have some acquaintance with his work.

EL CID, CAMPEADOR. *The Tale of the Warrior Lord*. Tr. by Meriam Sherwood. Longmans, 1957. 156p. \$3.50.

Translation of a tale that was old when Per Abbot reduced it to writing in 1307. The Cid was a war lord exiled from his native Christian province in Spain. He makes successful war against the Moslem and the story ends with a victorious tournament. A revelation of the ideas and ideals that made and were chivalry.

DURRELL, LAWRENCE. *White Eagles Over Serbia*. Criterion, 1957. 200p. \$3.00.

A good adventure story, with good descriptive passages, and cloak and dagger spying with plenty of blood and horror. The setting is Serbia just before Yugoslavia broke with Russia.

HIGHET, GILBERT. *Talents and Geniuses*. Oxford, 1957. 347p. \$5.00.

A collection of essays based upon the author's radio talks. A pleasing combination of scholarship, implicit in his university professorship of Latin, and of the experiences

of a man who has led a rich and thoughtful life. Informal and easily communicative in style.

ROCHE, MAZO DE LA. *Ringing the Changes*. Little, 1957. 341p. \$6.00.

Those who have the Jalna series of books written by Mazo de la Roche will enjoy her autobiography in which she freely reminisces over the many and varied changes in her life, vividly portraying her emotional reactions to these changes. The story is not centered around the author's accomplishments but around the people and experiences to which she reacted emotionally. She has spent much time in dealing with her ancestors and relatives who have had an impact on her life. Her description of people and scenes is magnificent. Her sentence structure, choice of words, and use of simile serve to intensify the image or emotion she is creating. Too much time and space is devoted to telling little things, undoubtedly important to the author but not to the reader. The Jalna series transcends the autobiography.

SCHEFTTEL, GEORGE AND FRANCESCO BIVONA. *Poets of America Anthology*. Poets of America, 1957. 160p. \$3.75.

A reprint of poems most of which have previously appeared in little experimental magazines. The poems are naturally uneven in value. No information on the writers is given, nor is there any discussion of the poetry itself.

WEISS, DAVID G. *Samuel Pepys, Curioso*. U. of Pittsburgh Pr., 1957. 122p. \$5.00.

A delightful study of Pepys as a "curioso" of music. Extracts from Pepys' diary on his love of music and his music-making from the connecting thread for discussions of seventeenth century musicians, compositions, and instruments as well as of Pepys and his remarkable activities.

## Music

BULOW, HANS GUIDO VON AND RICHARD STRAUSS. *Correspondence*; Ed. by Willi Schuh and Franz Trenner. Boosey and Hawkes, 1955. 104p. \$2.50.

A very fine addition to the library of music scholars. This book covers quite an amount of time and points out factors which encouraged and discourages both Strauss and von Bulow.

BUSONI, FERRUCCIO. *The Essence of Music*. Tr. by Rosamond Ley. Philosophical, 1957. 204p. \$6.00.

This book deals with thoughts of Busoni, written at various intervals during his busy life as pianist, conductor and composer. They cover such subjects as the future of music, his own life and compositions, and great composers of the past. The book is well translated from the German.

CHASINS, ABRAM. *Speaking of Pianists*. Knopf. 1957. 291p. \$4.00.

Personal glimpses of the lives of famous pianists and their music coupled with an interesting section on piano literature make Chasin's book enjoyable reading. No material for study or musical ideas other than generalizations are offered and the book seems designed for pleasure only.

ENGEL, LEHMAN. *Planning and Producing the Musical Show*. Crown, 1957. 158p. \$3.00.

A practical and knowledgeable guide to the production of the musical show by one of Broadway's finest and most widely experienced show conductors. Mr. Engle combines scholarly musicianship with practical experience as musical director of many Broadway hits in a background ideally suited to the writing of such a manual as this. Includes full production details of fifty musicals suited for amateur production.

EWEN, DAVID. *Richard Rodgers*. Holt, 1957. 378p. \$4.95.

A biographical study of Richard Rodgers and his collaboration with Loren Hart and Oscar Hammerstein II in creating a "new look" in American musical theater. For the devotee of musical theater, a storehouse of detail about the Rodgers musical and a fascinating portrait of Rodgers, the man.

LUNDSTROM, LINDEN JOHN. *The Choir School*. Augsburg, 1957. 84p. \$1.75.

This is a discussion of the use of all-male voices in the choir. A history of this phase of church activity, and also its role in the present day, is given. The repertoire and recreation programs presented are quite interesting.

WESTRUP, JACK ALLAN. *An Introduction to Musical History*. Rinehart, 1955. 176p. \$1.50.

This is not a history of music, but deals with music historians, conditions and in-

fluences which have had a part in molding musical history. The book is written for readers with musical background. It is written in concise style, and should be of interest to music lovers.

## Philosophy and Religion

BECKWITH, BURNHAM PUTNAM. *Religion, Philosophy and Science*. Philosophical, 1957. 241p. \$3.75.

Most books on logical positivism are far too difficult for ordinary readers and for this reason the present volume is more than welcome. This particular theory has caused a good deal of stir in philosophical circles for 30 years or more and its influence has been widespread. Therefore, this book should be in all college libraries.

BUTLER, JAMES DONALD. *Four Philosophies and Their Practice in Education and Religion*. rev. ed. Harper, 1957. 618p. \$6.00.

A re-issue of one of the very best books in educational philosophy that have appeared in the last quarter century. Professor Butler discusses philosophy under the four main headings: naturalism, idealism, realism, and pragmatism. His discussion is clear and straightforward and appeals to students. All in all, a most excellent book.

FIREMAN, PETER. *Justice in Plato's Republic*. Philosophical, 1957. 52p. \$2.00.

This book is made up of short passages from Plato's Republic and from works of other Greek philosophers. Topics dealt with are justice in Plato's Republic, Ethics, Sociology, and Culture.

GUERARD, ALBERT LEON. *Fossils and Presences*. Stanford U. Pr., 1957. 270p. \$5.00.

Essays, written during the past 50 years, make up this book. The author has for many years been one of the most colorful figures on the campus at Stanford University and large numbers of his former students will welcome the appearance in book form of this collection. Albert Guerard is always stimulating and at times brilliant.

## Reference

ASSOCIATION OF AMERICAN COLLEGES. *A Guide to Graduate Study*; by

F. W. Ness, ed. *Amer. Coun. on Educ.*, 1957. 335p. \$5.00.

Describes instructional programs in the arts and sciences leading to doctor of philosophy degree. Aims to help undergraduate student plan his graduate study but does not replace college catalogs or wise counseling by deans and advisers.

BUSH, LEWIS WILLIAM. *Japan Dictionary*. rev. and enl. ed. Philosophical, 1958. 226p. \$10.00.

This dictionary serves as an excellent Japanese handbook of abbreviated and authentic information on Japanese life, history, customs, folklore, art and religion. A section of excellent pictures will be found in the front. Many line drawings are used throughout.

FINE, BENJAMIN. *How to Be Accepted by the College of Your Choice*. Channel, 1957. 134p. \$1.95.

Much of the confusion for parents and children pertaining to college admissions comes from lack of knowledge as to procedures. Mr. Fine has written this practical book discussing clearly what children and their parents need to know, how to plan and when to apply for admission. Following the discussion much information, about 967 colleges are given in tabular form, including what each college considers important for admission.

LAVES, WALTER HERMAN CARL. *UNESCO: Purpose, Progress, Prospects*. Ind. U. Pr., 1957. 469p. \$7.50.

This important history of the first ten years of UNESCO, written by two men who have been closely associated with it, gives the purpose, progress, and prospects of the organization.

## Science and Mathematics

BEISER, ARTHUR. *Guide to the Microscope*. Dutton, 1957. 127p. \$3.25.

An easy to read, simply written guide for the study of the world of cells, fungi, crystals, metals and organisms through the microscope. There is a history of the microscope, how to buy one and how to make photographs with one.

DAY, JAMES WENTWORTH. *Poison on the Land*. Philosophical, 1957. 246p. \$6.00.

A factual treatise on the exploitation of our wild life reserves by the use of chemical insecticides and weed killers. Deals with the rapid extinction of certain much desired species of birds and animals. An excellent supplementary work in a study of ecology. Warns of the danger of man's tampering with nature.

GUTHRIE, MARY JANE AND J. M. ANDERSON. *General Zoology*. Wiley, 1957. 708p. \$7.50.

A text of zoology, starting with one celled organisms and ending with man. An especially well organized book for those who do not wish to continue in the field. It effectively cuts across the boundary lines of genetics, physiology, evolutionary development, ecology, and embryology for the student desiring general knowledge in the field.

GUTHRIE, MARY JANE AND J. M. ANDERSON. *Laboratory Directions in General Zoology*. Wiley, 1957. 233p. \$3.50.

A lab manual to accompany the above text.

MEYER, JEROME S. *The Elements, Builders of the Universe*. World, 1957. 252p. \$3.95.

Students of introductory chemistry often become interested in a study of the elements. Too often they have found reference books highly technical and difficult to read. Meyer's book presents a series of short essays on the elements and some of their families. In concise readable text, the author touches on the history, the properties, and the uses of the elements.

SCHROEDER, WOLFGANG, *Practical Astronomy*. Philosophical, 1957. 206p. \$6.00.

A well written easy to understand book for the amateur astronomer. Contains many practical applications of astronomy such as telling time by the stars, celestial navigation, etc. It omits much of the time consuming calculations normally associated with astronomy. A delightful book.

WELLS, ALBERT LAURENCE. *The Microscope Made Easy*. Warne, 1957. 255p. \$3.00.

A well illustrated book for the amateur microscopist. Tells how to operate and maintain a microscope, as well as what type of organisms lend themselves best to this type examination. In places the terminology tends to become technical but within reach of the average high school student.



## Social Science

ASHMORE, HARRY SCOTT. *An Epitaph for Dixie*. Norton, 1958. 189p. \$3.50.

A Southern "liberal" concludes that the forces of industrialism and the lessening of regional differences will gradually end the distinctiveness of the South in racial and other matters. He somewhat regrets the passing of Dixie but he considers it inevitable. Readable and stimulating—sometimes controversial.

BETT, VIRGIL M. *Central Banding in Mexico, Monetary Policies and Financial Crises, 1864-1940*. U. of Mich., Bur. of Bus. Res., 1957. 123p. \$5.00. Michigan Business Studies, Vol. XIII, No. 1.

This is a technical and narrow description of the evolution of central banking in Mexico. As a technical monograph it has some interesting light to throw on banking practices in Mexico and the relation of these practices to U. S. monetary policy.

BROWN, FRANCIS J. *Sociology: with Application to Nursing and Health Education*. Prentice-Hall, 1957. 568p. \$6.75.

Most of this book is an introductory sociology textbook, with problem cases from the general field of medical social service at the end of each chapter. The last five chapters have been prepared by specialists who apply the previous material to the fields of nursing and health education. Readable. Interesting cases.

COULTER, JOHN WESLEY. *The Pacific Dependencies of the United States*. Macmillan, 1957. 403p. \$6.75.

A broad-guage book effectively combining human geography and cultural anthropology with history and public administration. There are separate chapters on territorial possessions and trust territories with two chapters each on Hawaii and Samoa. A valuable reference.

DAVIS, RALPH HENRY CHARLES. *A History of Medieval Europe*. Longmans, 1957. 421p. \$5.00.

An excellent background book on the Middle Ages by a British scholar. This is no mere manual of facts but an interpretive work which will hold the interest of readers who have only a general knowledge of the period.

FLOAN, HOWARD RUSSELL. *The South in Northern Eyes, 1831-1861*. U. of Texas Pr., 1958. 198p. \$3.95.

This is an excellent book, deserving real commendation. The author has shown what the literary circles of New England and New York thought and wrote about the South in the decades immediately preceding the Civil War. This work is extremely valuable for students of United States history who are interested in the years 1815 or 1820 to 1860; also there is definite appeal in it for the general reader who is curious about some of the causes of the conflict.

GUNDERSON, ROBERT GRAY. *The Log Cabin Campaign*. U. of Ky. Pr., 1957. 292p. \$7.00.

In this book, which is both scholarly and readable, Mr. Gunderson has made the remarkable campaign of "Tippecanoe and Tyler, Too" live for the reader. The machinations of Thurlow Weed and other Whigs and the loyal disappointments of Clay and Webster contribute to the tumultuous campaign that brought a voting majority for a party including Masons and anti-Masons, slave holders and abolitionists, and even prohibitionists.

HARWELL, RICHARD BARKSDALE, ed. *The Confederate Reader*. Longmans, 1957. 389p. \$7.50.

An admirable collection of documents written by Southerners depicting life in the Confederacy. There are travel accounts, action reports, narratives, songs, sermons—a variety of materials. A good format enhances the volume. Interesting reading; useful reference.

HEWITT, CECIL ROLPH. *The Human Sum*. Macmillan, 1957. 232p. \$3.75.

This collection of twelve essays upon various aspects of the population problem is published in part to commemorate the twenty-fifth anniversary of the founding of the British Family Planning Association. The essays are notable for clarity, specificity, and literary excellence.

LAMB, HAROLD. *Constantinople*. Knopf, 1957. 332p. \$5.75.

Although written for the general reader, this account of Justinian's era is sound enough to have a place on the reading lists of college history courses.



LERNER, MAX. *America as a Civilization*. Simon, 1957. 1036p. \$10.00.

A magnificent volume on contemporary American life and thought, by an able writer who is at the same time one of the most skilled observers of the American scene.

LINK, ARTHUR STANLEY. *Wilson the Diplomatist: A Look at his Major Foreign Policies*. Johns Hopkins Pr., 1957. 165p. \$4.00. The Albert Shaw Lectures on Diplomatic History, 1956.

Five lectures by one of the major Wilson scholars. The author's analysis and interpretation provide a broad-gauge view of Wilson's diplomatic career.

MEYERS, MARVIN. *The Jacksonian Persuasion*. Stanford U. Pr., 1957. 231p. \$5.00.

A comprehensive, scholarly study of the theory of Jacksonian democracy. The divergent and related concepts are sifted from Jackson himself, through de Tocqueville, to such thinkers as Theodore Sedgwick, William Liggett and Robert Rantoul, Jr. Altogether, an admirable account.

PEARCY, GEORGE ETZEL and others. *World Political Geography*. 2d ed. Crowell, 1957. 734p. \$7.50.

This college text in political geography, dealing mainly with individual countries, includes sketches of the physical and economic conditions in each country along with the analysis of its political geography.

POSEY, WALTER BROWNLOW. *The Baptist Church in the Lower Mississippi Valley, 1776-1845*. U. of Ky. Pr., 1957. 166p. \$5.00.

An excellent book, written by the authority of the Protestant churches in the antebellum South. It is important reading for anyone interested in the social and cultural history of the South, and it admirably supplements the author's earlier works dealing with the Methodist and Presbyterian churches.

SIMON, BRIAN. *Psychology in the Soviet Union*. Stanford U. Pr., 1957. 305p. \$6.00.

A cross section of Soviet psychological developments. Unlike American developments, Pavlovian concepts are used for concentrated investigations in educational psychology, sensation, perception, and conditioning. Statements of theory dogmatic and absolute with Soviet political leaders often

quoted as the source. Social psychology is rejected as superficial; personality and psychodynamics are ignored.

STOLLER, LEE. *After Walden*. Stanford U. Pr., 1957. 163p. \$4.00.

In this study of Thoreau, we are introduced to the intellectual struggles of the sage of Walden Pond to come to grips with a rising industrialism. Thoreau never was able to analyze his society, but his emotions led him to judgments which Americans rediscover each generation. Certainly the book makes a pleasant reading experience for anyone interested in our society.

TAYLOR, THOMAS GRIFFITH, ed. *Geography in the 20th Century*. 3d ed. Philosophical, 1958. 674p. \$10.00.

To this edition of a well-known symposium on the history and philosophy of geography, are two new chapters, on cartography and on the relations of history and geography.

WEST, RICHARD SEDGEWICK. *Mr. Lincoln's Navy*. Longman's, 1957. 328p. \$6.50.

A comprehensive, scholarly account of the activities of the Union Navy. The various campaigns are depicted in a clear and interesting fashion, with notable naval leaders nicely woven into the fabric. A valuable item to anyone interested in Civil War history.

WHITTIER, ISABEL. *Some Historical Cities in the British Isles*. Pageant, 1958. 171p. \$3.00.

A valuable guidebook for visitors to Britain's cities, and for "arm-chair" travelers on imaginary journeys. Richly illustrated.

## List

CONFERENCE ON SALES MANAGEMENT, UNIVERSITY OF MICHIGAN. *Conference on Sales Management, Contributed Papers, 1957*; Stewart H. Rowoldt, ed. U. of Michigan., Bur. of Bus. Res., 1957. 100p. \$4.00. Michigan Business Papers, No. 34.

EDUCATIONAL POLICIES COMMISSION. *Professional Organizations in American Education*. The Comm., 1957. 65p. \$1.00.

ENGEMAN, JACK. *U. S. Air Force Academy*. Lothrop, 1957. 128p. \$3.50.  
*Growing Up with Books*. Bowker, n. d. 32p. 10¢.

YOCUM, DALE M. *A Study of Exceptional Students Who Entered the University of Kansas in the Fall of 1954*. U. of Kan., Sch. of Educ., 1957. 40p. gratis. *Kansas University Studies in Education*, vol. 8, no. 1.

Correction

PAYNE, JOAN BALFOUR. *The Leprechaun of Bayou Luce*. Hastings, 1957. 60p. \$2.75.

The little boy in this book gets great fun just from different ways of looking at things. He has discovered that something can appear to be now this and now that. Behind all these surprises is the fascinating principle of point of view. Here an accomplished artist dramatizes this concept with vivacious drawings and in a boy's own words.



■ checklist of important titles in education for SUMMER SCHOOL forthcoming—

THE PRACTICE OF SCHOOL ADMINISTRATION

HUNT AND PIERCE  
Available June, 1958      Approximately 600 pages

LEADERSHIP IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

SHUSTER AND WETZLER  
Available Spring, 1958      Approximately 500 pages

SUCCESSFUL HIGH SCHOOL TEACHING

SAM P. WIGGINS  
Available May, 1958      Approximately 380 pages

recent—

FORM AND STYLE IN THESIS WRITING

CAMPBELL  
114 pages      1954      \$1.95

INTRODUCTION TO RESEARCH

HILLWAY  
284 pages      1956      \$3.50

INTRODUCTION TO EDUCATIONAL MEASUREMENT

VICTOR H. NOLL  
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# PEABODY JOURNAL OF EDUCATION

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NUMBER 1

## “We Are of Such Stuff as Dreams Are Made On . . .”

Lanning Shane is a working idealist as opposed to a literary or forensic idealist. For him an ideal is no mere abstraction to be semanticized out of existence. He regards the enduring parts and phases of humanity as the concretions of an idealist's dream. Man has always dreamed ahead of his brief span. Otherwise his sun would set on futile days. Shane is a dreamer. The look on his face bears the unmistakable preoccupation of a dreamer. He is dreaming as he moves along the street or across the campus in that walk which bears resemblance to the walk of other men only in that it is composed of alternately placing one foot ahead of the other. He dreams the entire bus trip to town, or as he makes his way along the aisles of the grocery stores. And of what is he dreaming? What are the ideals that he is putting into structure? Well for one thing he is estimating the measure of language in human destiny. For another he is matching his Democracy against his democracy. He is trying to find a common yardstick for both his grasp and his reach. He is speculating as to how much of tomorrow may safely be pulled back into today, how much of yesterday may be brought in for today's use. For Shane has no traffick with minor dreams, no shadowy ideals will nourish him.

Milton Lanning Shane was born in Saint Louis, but it was a nativity that he never promoted. Apparently he found Brooksville, Florida much more to his liking. He was graduated from Hernando High

School at Brooksville with distinction. He attended the University of Florida and then moved on to Peabody, which in 1927 gave him the Master's degree. Since then he has taught courses in the modern languages, though he did take time out to earn in 1930 the doctorate, such belonging in the scope of his dreaming. He has had a goodly number of students. They too are the stuff of his dreams. So are his colleagues. So are his books, all flowing into his motives as he crosses the campus in that peculiar amble, all giving form and depths to his dreams.



# The School Board is the Key

**SAM P. WIGGINS**

**George Peabody College for Teachers**

American school board leaders find themselves puzzled as they struggle with their major task of giving citizens the kinds of schools they want. These policy making citizen-leaders are pulled one way by tradition, by conservative citizens and reactionary critics. They are tugged in another direction by experimental-minded citizens, by ultra-liberal critics impatient with gradual change, and by the endless churning of our society.

The list is long of crucial problems in education impatient for solution: among them, our sky rocketing enrollment of pupils; our lack of school plant facilities; the teacher supply crisis; divisive undercover desegregation pressures; red herring issues tied to federal support of public schools; and the provision of educational opportunities for exceptional pupils, the academically bright and the slow-learner. Beneath these problems is submerged the multi-billion dollar question itself—"What do the American people want their schools to do?" The voice of the people is difficult to hear with high fidelity. It is so often drowned out or distorted by the blatant noises of pressure groups masquerading as spokesmen for the whole of society.

As school board members resist or yield to pressure in many guises, good and bad, they search anew for the proper present functions of the public schools. In their study of function, board members must be able to rely confidently upon their executive officials, superintendents and principals, on three counts: to make thoughtful and informed citizens out of thoughtless, uninformed or misinformed ones; to communicate to the board accurately—and with evidence—the thoughts and feelings of citizens about their schools; and, given supporting sanction by the school board, to translate the aspirations of citizens for their schools into an action program that gets the school's tasks done.

Good school administrators and school board leaders, alike, must do a lot of thinking as individuals about the proper tasks of the schools.

Otherwise, they can never understand collectively, much less act intelligently upon, the wishes of their public. School leaders, the layman and the professional, must search carefully for today's answer to the question of what our schools should do.

The search for this answer is an intriguing one because the answer is so elusive. Part of it is found in a study of the unique heritage of American schools. Another part is revealed by tuning in on the voices of Americans now, as today's society races into a new and different tomorrow. The search area is vast, and the high schools today constitute the central search effort.

### *A Lesson from History*

Our forefathers were pioneers in many respects, but they began as imitators in this country, pure and simple, in establishing the American secondary school. The Boston Latin Grammar School (1635) was a respectable copy of European Latin grammar schools, limiting its instruction, for the most part, to Latin and Greek. It would be interesting to conjecture about how our history might have been different if the youngsters of that day could have somehow been schooled in some other matters, too, called for by the needs of a colonial society. The Latin grammar schools, however, were not to be "adulterated" in any unclassical manner. The Latin grammar schools were either what the people wanted or the people were too busy about other matters to give much thought to the proper "fundamentals" of their schools.

Times changed. A century later, Benjamin Franklin became a spokesman for the new demands of his society, and advocated expanding the school's job beyond the teaching of classical languages. He was radical enough to propose teaching such practical subjects as English, Geometry, Surveying, and even *Science*. The strong special interest groups of that day told Ben, in effect, to "go fly your kite." The Latin grammar schools were too inflexible to yield to society's wishes. Their leaders had their own answers and clung fast to them. Thus Franklin's Philadelphia Academy and Charitable School (1751) had its origin, along with other academies, in response to society's new answer to the bed-rock question: What shall our secondary schools do? Academies flourished in subsequent years in response

to society's demands, while Latin grammar schools paled into insignificance, paying the inevitable price of ignoring the voice of new generations. The price was extinction—adapt to society's needs, or perish.

Oversimplifying history's account of events a bit, the Boston English High School (1824), operating earlier under the name Classical School, emerged as the third major type of secondary school. It was a tax supported, free school in contrast to its predecessor, the tuition academy. Somehow the academy, too, caught in the ephemeral glory of its own tradition, failed to heed the precise lesson it had demonstrated to Latin grammar schools; that changing times bring new answers to the question of what the secondary schools must do, and that the citizens themselves are the proper ones to answer the question, because the schools belong to the people.

Later on, in the famed and crucial Kalamazoo case (Michigan Supreme Court, 1874), the high schools were given free reign to expand their course offerings to provide a variety of electives courses. New emphasis was given to flexibility of high school programs on the local school level. A diversity of pupils in a rapidly changing society forced new tasks upon the high schools. Pupils flooded in, doubling the school enrollment each decade until 1940 (1890 enrollment—200,000: 1940 enrollment— 6,600,000.) Despite the increased tax load for education, our society mandated that the high schools educate *all* the youth of *all* the citizenry.

Americans have not contented themselves with making high school education available. They have gone as far as legal steps can go, through compulsory school attendance laws, to require the education of all youth. Even as early as 1918, all states had enacted compulsory school attendance laws. In 1957 the legal leaving ages from state to state ranged from 16 to 18 years. Behind these separate state actions throughout America seemed to be the common conviction that the very success of our democracy is measured by the level of education of its total citizenry.

With this mandate to educate all youth one fact has become abundantly clear. Whatever the high school is to do, it is not to cater exclusively in its offerings to any minority group, including college-

bound youth, although this group will properly continue to be a strategically important one. The high school's total job is tied securely to a variety of education for Everyman and Everywoman, including that vast majority known as the "common man," whom Abe Lincoln said the Lord must have loved the most because he made so many of them. In 1957-58 the secondary school population soared to ten million. Only about one-fourth of these teen-agers will go to college, and only one-half of the top fourth in ability will do so.

Predicting on the basis of trends in holding power rates, and in projecting this prediction on the basis of youngsters already born, our high school enrollment in 1966 will be about twelve million, a hike of another fifty per cent. We cannot afford either to become dreamy or to become cynical or over-whelmed in deciding upon the high school's tasks.

As a people we can do what we most want to do. The American people, historically, have determined, mainly on the local level, what they want their high schools to accomplish. Though less true than formerly, the local school board remains in a pivotal position when major problems are being resolved. Witness the present instance of complying with the Supreme Court decision on desegregation in public schools. It was not by accident that the local school board became the key deliberating body (or the public's whipping boy, according to one's point of view) on a matter of such fundamental international significance. History has put the school board in a position of crucial responsibility which it can not delegate.

### *What the People Want*

But what of today? What do Mr. and Mrs. Citizen say now that their high schools should do? Who can speak for America? No one citizen, and no aggregate of citizens, can speak with final authority for our society at large in stating the true function of American high schools. We can only get an approximation, but we can get—we do have—that. The most comprehensive and representative cross-section of our citizenry in modern times to converge and grapple with the question of the public school's function formed the 1955 White House Conference on Education. The build-up to this conference began with a grass roots approach on local and state levels. The final report of



the conference acknowledged that it could not represent “either the exact opinions of a single person or any view shared by all.” Our democracy is colorfully characterized by a diversity of viewpoints of free men and women. Yet, perhaps more nearly than any other statement of school purposes, this Conference report *is* the voice of the American people.

(The full Report of the White House Conference on Education, April, 1956, is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., 40c.)

The White House Conference did not deal with the high school’s job alone, but with the joint responsibility of the elementary and high schools. If we achieve the kind of articulation in the schools that we need, the high schools must take youngsters as they get them after elementary school teachers have done their best for them, and further the proper task of public schooling. The elementary schools are not discriminating about the quality of beginning pupils they accept. Neither do the public high schools have any special claim to exclusiveness.

The Conference report emphasized the need to establish priorities of tasks for the schools, rather than to burden the schools with a world of endless jobs. The fact was recognized that these priorities could not be established on the national level, but in local communities through the lay school boards of citizen leaders throughout America. The primary task of the schools was conceived to be the development of “skills of the mind,” including not only the traditional fundamental skills, but extending to the proper cultivation of independent thinking. Along with this task, a number of other jobs were indicated as both legitimate and proper for modern school systems to perform. In summary, the committee concluded that most modern school systems may appropriately be asked to provide such instruction and services as the following:

1. A general education as good or better than that offered in the past, with increased emphasis on the physical and social sciences.
2. Vocational education tailored to the abilities of each pupil and to the needs of community and nation.
3. Courses designed to teach domestic skills.

4. Training in leisure-time activities such as music, dancing, avocational reading, and hobbies.
5. A variety of health services for all children, including both physical and dental inspections aimed at bettering health knowledge and habits.
6. Special treatment for children with speech or reading difficulties and other handicaps.
7. Physical education, ranging from systematic exercises, physical therapy, and intramural sports, to interscholastic athletic competition.
8. Instruction to meet the needs of the abler students.
9. Organized recreational and social activities.
10. Programs designed to develop patriotism and good citizenship.
11. Moral, ethical and spiritual values.
12. Programs to acquaint students with countries other than their own in an effort to help them understand the problems America faces in international relations.
13. Mental health.
14. Wholesome family life.
15. Courses designed to promote safety. These include instruction in driving automobiles, swimming, civil defense, etc. (Report, pp. 7-8)

We are rightly proud, in America, of the large degree of local control of our schools. The local school board is symbolic of the uniqueness and flexibility of the American school system. Hardly anywhere else, except in such rare practices as found in the Danish Folk High School, do we have anything like the community control of the public school that we enjoy in America. More than half of the financial support of our schools is on the local level, and he who pays the fiddler calls the tune. In most other countries, the national ministry of education, or some other central agency, determines the school program in minute detail.

If America's system of local control means anything to us it means that, in the last analysis, the American people as a whole can answer, in only very broad terms, the question of what the schools ought to do. Unofficially, the effective study of school purposes by parent-teacher study groups points the way to school improvement. Good school ad-

ministrators, supervisors and teachers exercise leadership in stimulating thought, opening lines of communication, and exploring avenues of action for school improvement.

The school board gives official sanction and support to the basic wishes of local communities. It enables school administrators, teachers, supervisors and other school specialists to perform their proper services as far as the school board's legislative support can go. It has the added responsibility of informing the public that they can get only the kind of schools they are willing and able to pay for, so the expectation of the schools from the citizenry will be realistic. Citizens, and especially school board members, owe it to themselves to know *first-hand* what their schools are trying to do and what results they are achieving. They are stockholders in the school enterprise, and it is a big part of their job to keep a careful eye on their investment. School people welcome all citizens who want to know their schools in an effort to take a constructive part in their betterment.

The American people want, in common, three things from their schools—the teaching of rudimentary skills, education for socially responsible, law-abiding citizenship, and a large freedom of self-determination in local school districts. The school's function can only be discovered in the thoughtful deliberations and firm voices of millions of informed American citizens in their local communities as these voices take concrete expression in school board leadership action.

The people must make it their business to think through the details of their school's proper function, helped by the professional school leaders whom their own school boards have selected. The multi-billion dollar question, WHAT ARE OUR SCHOOLS FOR?, must be answered a bit differently in each school district. Each community pays a substantial hunk of the school's annual multi-billion dollar bill; each community decides what its relatively unique answer to the question will be. If it ignores the question, the community and its children and youth lose by default.

The school board, then, is more than an aggregate of school custodians and financiers. It is a body of citizen leaders entrusted with basic policy-making for its schools. With and through its administrative personnel, the school board must cause citizens to think carefully and continuously about the priority of services to be performed by their schools and to

translate the feelings and collective judgment of citizens into school policy.

The school board's major task is to give thoughtful citizens the kinds of public schools they want, within whatever limitations are imposed upon these wants. Each action of the board, by design or by accident, moves the school nearer or further from its goal. The good school board must go beyond the concerns of the immediate present to the far-reaching concerns of the years ahead. Unless it does, it will spend more of its time with the needs of yesteryear than with the needs of the future that already cast their shadows into the perplexing present. If professional school people and other citizens work with school board members sympathetically, supporting them with enlightened and unselfish criticism and with constructive action, the local school board can become a dynamic symbol of America at its best. This new America will be a democracy undergirded with a system of first rate public education, not just here and there, but wherever young American citizens are growing up.



# Child Psychology and Parent Education

**WILLARD B. FRICK**  
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A generation or two ago parents were not confused and haunted by guilt feelings that invade the consciousness of modern parents. Their philosophy of child rearing and their reactions to child behavior were spontaneous emotional responses guided with confidence by the ancient dictum of "spare the rod and spoil the child."

If Jimmy came in repeating a dirty little ditty he was promptly scolded and his mouth properly washed out with soap. If four-year-old Johnny sassied his father he was very likely slapped on his impudent jaw or taken to the woodshed where the matter was quickly forgotten, at least by the father. These parental reactions were nothing more than "common sense" responses to the child's behavior. They represented the symbols of adult authority and were designed to put an end to the unreasonable, immoral, or otherwise difficult behavior. The parents, in dealing out such punishments, suffered neither remorseful guilt nor morbid introspection over their own behavior. There was seldom any worry over whether they had done the "right" thing or not. There was little fear that the child might not ultimately respond to such measures and, above all, there was no anxiety over the child's future course of adjustment as related to parental methods.

Ignorance was bliss for these parents of past generations who knew nothing about children simply because there was little known. They had not developed a sophisticated usage of psychiatric-psychological terminology and the possibility of harmful complexes and sexual inhibitions had not yet reached them.

For better or worse there has been a gradual change in parents; a change marked by anxiety, guilt feelings, and a pathetic lack of confidence. Today, there is no longer security in ignorance and modern parents find the task of rearing children anything but blissful. Punishments are still applied but without confidence and parental fear

over their own behavior has led to the development of guilt feelings over the most innocuous disciplinary measures. Gradually, therefore, modern parents have developed an unhealthy and unwarranted anxiety over their children and in the process have lost the vital emotional linkage of spontaneity in the relationship. Words and reactions are often analyzed as to their meaning and effect upon the child. The child's behavior is carefully watched because psychologists have warned that the symptoms of maladjustment appear early and mental health depends upon a prompt recognition of these symptoms.

This anxiety over children has forced parents to seek shelter in techniques and formulas that will, they hope, prevent the development of these gastly complexes and hidden hostilities. Many parents cannot do the right things for fear of doing the wrong things and spontaneity is being replaced by a detached set of techniques, devoid of any genuine emotions save those of fear, guilt, and anxiety.

"For in their (parents') uneasiness as to how to bring up their children they turn increasingly to books, magazines, government pamphlets, and radio programs. These tell the already anxious mother to accept her children. She learns to look into her own psyche whenever she is moved to deny the children anything, including an uninterrupted flow of affection. If the children are cross then the mother must be withholding something. And while these tutors also tell the mother to "relax" and to "enjoy her children," even this becomes an additional injunction to be anxiously followed."<sup>1</sup>

For no other area of study is it more true that a little learning is a dangerous thing than in the field of Child Psychology. And, yet, the majority of parents today are encouraged into this "Inadequate" or "little" learning. Rarely can a mother or father pick up a magazine without being faced with another expert's testimony or advice on some phase of child psychology. A substantial number of these articles are either incorrect, grossly misleading or present a controversial issue as an accepted conclusion. With few exceptions these are presented out of the context of the general principles of child development and while much of this material is written by professional writers, many recognized authorities run the risk of adding to the confusion and spreading this "little" learning by writing over-simplified popular art-

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<sup>1</sup> David Riesman, *The Lonely Crowd: A study of The Changing American Character*. Yale University Press 1950.

icles. Many medical men are branching out into the popular writing field of Child and Adolescent psychology. To read some of these articles is to realize that some doctor writers only contribute to the confusion. As an example, one such authority had this to say in a fairly recent article on adolescent development appearing in a popular Sunday magazine and approved by the A.M.A.

“When your young man or young woman flares up, or becomes sullen and moody it’s not because he or she has changed personalities. No, it’s the internal struggle of growing up that has thrown normal reactions out of gear. A little excess pituitary secretion, perhaps a lack of thyroid gland products that are urgently needed at that moment.

Its glandular, but at the same time no glandular treatment is necessary or advisable. In every normal young adult the balance of normal glandular functioning will be attained within a few years and he or she becomes the fine adult the parents have been looking for so anxiously. A normal co-operative member of the household taking responsibilities in stride, perfectly adjusted to society.”<sup>2</sup>

Besides being a rather unrealistic prediction for the future this glandular interpretation of adolescent behavior characteristics is at best highly controversial and does not agree with many of the authorities in the field of adolescent development.

There is little wonder that many parents are confused and bewildered. While most of the popular literature encourages progressive methods with children, thousands upon thousands of parents read a number of months ago this cover page title of an article which stated in bold and black type: MEMO TO 1957 FATHERS AND MOTHERS—FROM A CHILD EXPERT—“OLD FASHIONED PARENTS ARE RIGHT.” While the author, a pediatrician, rightly pointed out that parents should not try to become psychiatrists, the article had this summary statement: “Parents—can accomplish their aims by doing what comes naturally.”<sup>3</sup> There now seems to be a tendency to discourage parental insight and understanding with the enigmatic advice to do what comes naturally. One writer on child behavior wrote an article in a leading woman’s magazine suggesting to parents that “you are the expert.”

Parental hysteria over the book “Why Johnny Can’t Read and What

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<sup>2</sup> Dr. W. W. Bolton, Adolescent Problems, This Week Magazine—Feb. 13, 1955. Copyright 1956 by Charles Brooks Roberts and Dr. Cyril Solomon, Editors of *How To Enjoy Good Health*—Random House, Inc. Reprinted by permission of the publishers.

<sup>3</sup> Dr. Harry Bakwin “Old Fashioned Parents are Right” Parade, Jan. 13, 1957.

To Do About it”<sup>4</sup> was just beginning to subside when a counter article appeared describing “The Real Reason Why Johnny Can’t Read” and stressing the importance of emotional factors rather than teaching method.<sup>5</sup> What are parents to believe?

It is time for a serious consideration and reappraisal of the problems of parent education. What is the answer? Should we return, uninhibited to the good old days of woodshed techniques, the razor strap, and reliance upon common sense? Even if this were possible it would seem undesirable for the most ironical aspect of this dilemma is that we *do* know a great deal about children today. The march of science has not been marking time in the field of child development. Clinical observations and research studies in many areas have given us a new perspective and insight into the dynamics of child behavior. We *do* know that children can be harmed by harsh repression of feelings, excessive punishment, overprotection, or the insecurity of too much freedom or neglect. We *do* know that the burden of guilt for maladjusted children falls upon the parents. Must we now deny the significance of these findings in order to decrease parental anxiety? Is there a more positive and honest approach whereby parents can utilize the important findings of child psychology in a secure and confident manner? Or must psychologists face the unpleasant possibility that the findings of modern child psychology are of no practical value to parents in their daily task of rearing children?

As a parent, a student of child development, and teacher of child psychology I am committed to the belief that a sound knowledge of child development and an understanding of the fundamental principles of child psychology can be a positive force rather than a negative one in parent-child relationships.

In analyzing the problem, and before proceeding to more positive suggestions, the following conclusions appear to be reasonable and evident: Parents can get little help from popular material that offers a superficial treatment of complex problems; popular articles by laymen and experts, while a source of parental information and education, are potentially dangerous and misleading; and, finally, articles written

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<sup>4</sup> Rudolf Flesch—Harper and Bros. 1955.

<sup>5</sup> Dr. Justin L. Greene, The Real Reason Why Johnny Can’t Read, This Week Magazine, October 20, 1957.



out of context of the basic principles of human growth, behavior, and adjustment forms little real basis for the development of insight and understanding of children.

It is only through a knowledge and understanding of basic principles that parents can acquire any genuine feelings of adequacy and confidence in rearing their children. Herein lies the very source of security and self-confidence; a self-confidence based on an understanding of the dynamic growth processes of the child, the tremendous urge and capacity for self-direction and maturity, and their (the parents) role in releasing and guiding these potentials. Nothing in our present knowledge of child growth and adjustment principles offers any foundation for parental anxiety and lack of confidence. Children are not the passive, submissive creatures in the face of their environment that parents have been led to believe. Rather, children tend to be hardy and resilient toward life and its problems. This is not to say that children are left unharmed by a barren and inadequate environment but with reasonably stable, well-adjusted parents in an otherwise healthy setting they are usually capable of making their way in a positive, self-directing manner.

This approach, through the basic principles of child growth and adjustment, must be the basis for any constructive program of parent education. It is the kind of approach that should give parents more faith in themselves and more faith in their children.

This places a sizeable responsibility upon all institutions and agencies concerned with adult and parent education. Colleges and universities, churches, health and welfare departments, child study and PTA groups share in the responsibility of organizing a positive community program of parent education. A program that will develop more insight than inadequacy and more understanding than confusion.

# Early History of the Argentine Normal Schools

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## PART I

The history of the normal schools in the Republic of Argentina follows closely the record of the educational attitudes and policies of two Argentine presidents, Domingo F. Sarmiento and Nicolas Avellaneda. Sarmiento, one of the greatest presidents Argentina ever had, was instrumental in organizing the Argentine public school system; for that reason, and rightly, he is called the father of education in that country.<sup>1</sup> He was an inspiration to Avellaneda, who served under him as Minister of Education before he himself was elected to the presidency. Although abortive attempts to establish normal schools or some kind of courses to train teachers were made before Sarmiento came into power, it is to him that Argentina owes its lasting debt in the field of education.

Before 1810, the year of the Revolution against Spain, centers of culture flourished under the Spanish colonial regime. Then, the aim of education had been to make good servants of God and the King.<sup>2</sup> Cordoba was the location of the second oldest university on the South American continent. It was and still is an important center of learning. In Cordoba lived the eminently learned monks and bishops and professors of theology who taught the purest Latin under classical canons. Particularly in Cordoba were the Jesuits instrumental in pursuing theological learning and in transmitting their militantly religious views to the young. Lesser nuclei of culture were established in the cities of Catamarca and Salta in the North and Mendoza in the West. Buenos Aires never constituted a center of culture proper, but instead was the

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<sup>1</sup> Every year on September 11, Sarmiento Day or Teacher's Day is celebrated. On this occasion students honor their teachers by bringing flowers and gifts.

<sup>2</sup> Juan Manuel Chavarria, *La Escuela Normal y la Cultura Argentina* (Buenos Aires, Liberia y Editorial "at Ateneo," 1947), p. 27.

port of entry of business negotiations and of foreign cultures.

After 1810 the three foci of culture were the University of Cordoba, El Colegio de la Santissima Trinidad de Mendoza, and El Convento de San Francisco de Catamarca. As yet there were no such institutions as normal schools; neither was there a system of public education. All schooling was parochial.

The first normal school was founded in Buenos Aires in 1825 in connection with the founding of the University of Buenos Aires in 1821. The vision came from Bernadino Rivadavia, still one of the heroes in Argentine history, and governor at that time of Buenos Aires Province; but the plan was put into effect under the government of Gregorio de las Heras. The directive for the establishment of the normal school states:<sup>3</sup>

1. The normal School established at the University of Buenos Aires will be in charge of a Director General of schools.
2. The Normal School shall follow the Lancastrian plan.

The first normal school was also a primary school with groups of advanced students receiving lessons in pedagogical theory for the elementary grades.

The success or failure of the normal schools follows quite closely the pattern of politics. Argentina did not have a stable government. From 1810 to 1853 it was undergoing a transition from the *caudillo* type or system of government to a federalism. A *caudillo* was a leader with little respect for law who ruled by personal power. Although there was no centralized power, the Province of Buenos Aires was the strongest province politically and economically. In 1829 Dictator Rosas of the Province of Buenos Aires rose to power, and by his might he contributed, however ruthlessly, to a centralization of government. During this era the Argentine people were too busy fighting revolutions to take much interest in education. So by 1833 schools which had been established began to deteriorate for lack of governmental support. In 1829 with the rise of Rosas the best intellectuals fled the country, and one of the chief exiles was Sarmiento. Those intellectuals who remained took up arms against the dictator. The academies in Mendoza and

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<sup>3</sup> Official Registry of Prov. of Buenos Aires, Vol. II, p. 55, reprinted in Chavarria, *La Escuela Normal y la Cultura Argentina*, p. 37.

Catamarca were closed. It is claimed that Father Ramon de la Quintana, on crossing the Plaza 25 de Mayo, counted six hundred heads piled up like a mountain. They were those of his students who had studied Latin and philosophy at El Convento de San Francisco. Dictator Rosas annulled all personal and civil liberties. Only Esteban Echeverria the renowned scholar and writer raised his voice in protest, in favor of public instruction.

Even before the downfall of Rosas, however, the old ideal of learning began to be nourished again in the traditional centers of culture: Salta in 1847, under the Jesuits, opened El Colegio de la Independencia. In 1850 the Governor of Catamarca created El Colegio Seminario Patriotico Federal de la Merced, also under the Jesuits. In 1849 El Colegio de Estudios Preparatorios was founded in Paraná.<sup>4</sup>

Only seventy days after the collapse of the Rosas regime, April 15, 1852, the Executive Power dictated a decree for the organization of the first normal school with a philosophical and pedagogical structure. The aim was to train students in human values as well as in professional skills in teaching. The plan called for five years of schooling, but with no gradation of subjects, only a list of twenty subjects to be studied within those five years.<sup>5</sup>

1. Primary letters: spelling, writing.
2. Arithmetic: mathematics, practical and commercial.
3. Moral and religious studies: memory exercises and lectures on dogma.
4. Vocal music.
5. Gymnasium.
6. Line and floral drawing.
7. Agriculture: study of the most important products.
8. Elements of geometry, trigonometry, land surveying.
9. Sacred history, ancient, modern, and national history.
10. Cosmography: order and creation of the universe, physical geography.
11. Geography: general and national.
12. Language: Spanish, English, German.
13. Bookkeeping.
14. Physics: demonstration and analysis of the equipment.

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<sup>4</sup> A colegio in Spanish indicates a school of secondary level, not a college.

<sup>5</sup> Chavarria, *La Escuela Normal y la Cultura Argentina*, pp. 50-52.



15. Chemistry: same.
16. Mechanics: analysis and demonstration of important machines used.
17. Rudiments of philosophy: (1) theodicy: memory of songs in praise of God; (2) psychology: memory of songs and poems upon the physical and moral fitness of man; (3) logic and history of philosophical systems.
18. Argentine public law and elements of civil law.
19. Rudiments of literature: elements of official, epistological, descriptive, and literary style, elements of good taste.
20. Pedagogy: history of the systems of education, instruction, and education.

A survey of the items included in this plan reveals the pomposity on the part of the authorities and the inadequacy of subjects to meet the requirements of an elementary teacher. The plan is clearly related to Catholic dogma and Scholastic philosophy. All practical elements of teaching methods and procedures are excluded. Probably it is fortunate that this plan never materialized, but remained a school on paper only.

By 1860 teaching as well as education in general fell to its lowest level in Argentina. Five years had to pass before the situation improved, and then slowly. However, during this period of intellectual deterioration one man was absorbing all the information he could in order to remedy the disastrous educational facilities in his homeland. That man was Sarmiento.

## PART II

Domingo F. Sarmiento, the father of national education in Argentina, came from the town of San Juan, in the western part of Argentina, near the foothills of the Andes, in desert country. His father was never able to support the family adequately; so his industrious mother spent her days weaving under an imposing fig tree in the patio of their humble home, which she with her own hands had built before she had married.<sup>6</sup> Equipped with a meager education himself, Sarmiento in 1826, at the age of fourteen opened a school in the Andean village of San Francisco del Monte de Oro, in the province of San Luis, where he taught children and adults the rudiments of reading and writing. But Sarmiento did

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<sup>6</sup> Domingo F. Sarmiento, *Recuerdos de Provincia* (Buenos Aires, Editoriál Hemisferio, 1952), p. 140.

not remain a village teacher long. He was too energetic, too restless, and too visionary, as well as too politically active to be satisfied with such a position.

Sarmiento taught himself English and French. For several months he studied French from two to five every morning so that he might read critically the works of such French intellectuals as Condorcet and Guizot. He educated himself not only culturally but politically because it was the era that the intellectuals, who were also the political liberals, emigrated from Argentina en masse.

Sarmiento settled in Chile, first in 1829, then again in 1836, in order to flee from Argentine political tyranny. In Copiapa, Chile, he founded the first normal school in South America, in 1842, two years after Horace Mann had founded the first one in the United States.

From Chile Sarmiento traveled to England and France to study their political and educational systems. In Paris he investigated the curriculum and the organization of the normal school created by the French government in 1794. Then in 1845 from Europe he traveled to the United States, where he studied the system of public education, including the organization of a system of regular inspection and the curriculum of normal schools. He examined the primary and secondary schools that served as demonstration schools. He also studied what little this country had to offer then in the way of vocational and industrial education. During this trip he met Horace Mann, from whom he gained a wealth of ideas dealing with the practical side of organizing public education.

But Sarmiento had to wait over twenty years in order to gain the political power he needed to implement his educational theories. In 1851 he was back in Argentina to help overthrow the Dictator Rosas. Five years later his opportunity came to organize a department of public education, but progress was slow. In 1861 he was again in the United States, this time in a much different capacity; he was Minister Plenipotentiary to the United States from Argentina. Mrs. Mann, on this occasion, presented him to Emerson and Agassiz. He also met Longfellow and General Grant. With the astronomer Dr. Benjamin Apthorp Gould he projected a plan to establish an astronomical observatory in Cordoba. Dr. Gould was director there from 1870 to 1885. The University of

Michigan bestowed upon Sarmiento an honorary degree. He traveled the length and breadth of this country, talking with people of all ranks of society, always with the intention of learning as much as he could about progress in education.

Not long after Sarmiento was settled in the presidency of the government in 1868 he was able to initiate plans for the establishment of a normal school system for the training of teachers. Even before the government had completed authorization for appropriations for two normal schools, he had already asked Mrs. Mann to help him recruit able teachers from the United States. Mr. George A. Stearns of Massachusetts arrived in Buenos Aires in November of 1869 with his wife, Julia, also a teacher. Mr. Stearns was hired to be the director of the first normal school, to be located in the city of Paraná, capital of the province of Entre Rios. His wife was to teach in the demonstration school.

President Sarmiento chose Paraná for the site of the first normal school because of its historic and national importance. It was the old capital of the Confederation. In addition many distinguished families had moved there at the time of the downfall of Dictator Rosas, and they formed a select nucleus that was sympathetic toward education.<sup>7</sup>

Sarmiento's approach to education was sociological: to train a person to take his place in society. To him education was the supreme asset. Following in the tradition of nineteenth century optimists, he firmly believed that the world's improvement rested on the universal spread of public education. In his concept of education he included education for women. "The good fortune of the state," he says, "depends upon the education of women; civilization is checked at the doors of the home when women are not prepared to gain from an education. Today more than ever, women in their role as mothers, wives, and servants, thwart the education that children receive in schools. Customs and conventions are perpetuated by women. Without changing first the ideas and habits of the life of women, the manner of a people could not be altered."<sup>8</sup>

Sarmiento's concept of education grew out of his love for democracy. Education, in his opinion, must come first, then democracy will logically follow. The two were to him inevitably amalgamated. His whole attitude

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<sup>7</sup> Sara Figueroa, *Escuela Normal de Paraná, 1871-1895* (Paraná, Predass Impresores, 1934), p. 29.

<sup>8</sup> *Educacion Popular* (Santiago de Chile, 1848), Tomo XL, p. 122, reprinted in Chavarria, *La Escuela Normal y la Cultura Argentina*, p. 218.

revolved upon this formula of his pedagogic ideal, the fruit of his persistent study and his own experience as a teacher at the age of fourteen.<sup>9</sup>

### PART III

The Argentine Constitution of 1853 was the first genuinely concerted effort to create political unity under representative government, a republic; however, the country lacked spiritual unity, mainly because it lacked that cohesion which obtains from a diffusion of learning. With political stability came the opportunity for cultural development, which, however, was hindered by the lack of trained teachers. Many Argentines clamored for education of the young, but children cannot be educated without adequately trained teachers and without school buildings and especially without books. Argentina had none of the necessities to inaugurate a national educational system even though according to one authority there was "not one dissonant note among the people with regard to popular education."<sup>10</sup>

The development of national normal schools was a logical result, the growth of a current liberal philosophy, in harmony with the needs of social and political desires found in the Constitution of 1853. However, according to our views, the implementation fell far behind the desire, for it was not until October 6, 1869, that Congress authorized a law that permitted the Executive, who at this time was Sarmiento, the power to expend monies that were needed for the establishment of normal schools to train teachers for the primary grades.<sup>11</sup> The Executive decreed June 13, 1870, the date for installing the first normal school with a philosophical base.<sup>12</sup>

In this decree the complete curriculum and entire organization were explicitly set forth in seven articles.<sup>13</sup> Article One states the location and purpose. Article Two mentions the specific building in Paraná,

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<sup>9</sup> *Ibid.*, p. 275

<sup>10</sup> *Ibid.*, p. 63.

<sup>11</sup> Figueroa, *Escuela Normal de Paraná*, p. 28.

<sup>12</sup> "With it were established the bases of a typical Argentine system of training for teachers, with a philosophic orientation and a technical and artistic content adapted to meet the needs of the free and democratic institution established by the National Constitution of 1853." Chavarria, *La Escuela Normal y la Cultura Argentina*, p. 66.

<sup>13</sup> In all fairness to President Sarmiento, however, it must be noted that the plan of organization and curriculum had been prepared with the aid of Mr. George A. Stearns, the newly appointed Director. The plan was adapted from contemporary plans of the normal schools in the United States, modified to the conditions peculiar to Argentina. Figueroa, *Escuela Normal de Paraná*, p. 33.



the National Building, formerly the Government House of the Confederation, which was to be the location of the school. It also states that courses should be offered for aspirants in the teaching field who might wish to acquire not only a system of knowledge appropriate to the needs of public education but also the art of teaching and the necessary aptitudes for exercising this ability. A model demonstration school, open to children of both sexes, was to serve as a laboratory for practice teachers.

Article Three designates specific courses for each year. Practice teaching started in the first year and continued through the fourth, the last. Such courses in the liberal arts as mathematics, science, foreign language, public speaking, music, and art were included. Four years of gymnasium were also required. In the fourth year was added moral philosophy and psychology. During the second, third, and fourth years English was a requirement.

Article Four states rules for admission. Those over sixteen years of age, in good health, of impeccable moral character, and with sufficient previous training to permit them to start the normal school studies were admitted. The Director of the Normal School was advised to prescribe an examination for each candidate for this purpose. In addition the candidate must present the following documents: (1) authorization from father, tutor, or guardian, or teacher; (2) certificate of good conduct from priest, minister, or local police; (3) certificate of good health from resident doctor of Paraná. If the results of the examination indicated the candidate was unsatisfactorily prepared, he might be admitted to a special preparatory class if the Director judged the candidate to be of good calibre.

Article Five states that there were to be no boarding students. Most would be supported from the national treasury.

Article Six states that the student was obliged to dedicate himself to six years of teaching in the public schools. If for any reason he had to leave school, or if he did not fulfill his six years' contract, then he was obliged to return to the national treasury the amount that had been put aside for his education.

Article Seven designates the type of diploma a student who had completed the Normal School course was to receive. Then a detailed curriculum for the demonstration school through six grades follows this

article. In addition it lists the duties of the Director, who was to be in charge of the Normal School and the demonstration school. A lady inspector was to inspect classrooms of small children. Teachers of both sexes were to be employed. All teachers were to be named by the national government, but the Director should propose to the Minister of Public Instruction the names of professors and teachers who were qualified. A schedule for examinations in both schools was also included.

This decree allowed little flexibility, but it did attempt a harmony between the spiritual, moral, physical, intellectual, and practical. It was a plan conceived by a man of serious purpose and strong convictions, a man who had devoted most of his life to the study of educational systems. He envisioned a teaching course that would educate the teacher completely, in sciences and arts, in solid moral principles and aesthetics, a plan designed not only to improve the personality of a teacher but also to prolong its influence in the lives of children and to initiate in the future adult a formation of human values.

The curriculum for the six primary grades was considered a foundation for all children before branching out into specialized fields. It formed a rational base for primary instruction throughout the country, and constituted a corps of knowledge on which later specialized work could be built. For after the completion of the first six grades a child could enter either a secondary school (a colegio) or a normal school. In other words, a normal school really compared to a secondary school in the United States.

The early implementation of this plan was difficult because of a lack of trained personnel. Then also the revolution in 1870 in the province of Entre Rios delayed the scheduled opening of the Normal School in Paraná until August of 1871. These obstacles were not the only ones which Director Stearns and his wife, Julia, had to face.

A powerful force was at work. Since religion was excluded from the curriculum, many parents not only refused to send their children there, but openly fought the administrators. Those of strong Catholic faith were overtly suspicious of American teachers of Protestant faith. At times a fanatic intolerance obtained.<sup>14</sup> After three years, however, the plan of study was revised to include the subject of religion, and in 1874

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<sup>14</sup> Jennie Howard, *In Distant Climes and Other Years* (Buenos Aires, The American Press, 1931), p. 68.

Canon Domingo Rcales was appointed to the chair of Religion and Moral and Civic Instruction.<sup>15</sup> The course in religion was not obligatory and was taught outside of regular class hours for the students whose parents desired it, but the peace and spiritual tranquility regarding Catholicism subsided only when Mr. Stearns was removed in 1876 and Sr. Jose Maria Torres was put in charge. His leadership helped to develop a deep confidence among the people of Paraná.<sup>16</sup>

By 1875 a second normal school, this time at Tucumán, capital of the province by that name, was inaugurated. In 1874 George Stearns had been granted a leave of absence for two reasons: (1) to travel to Europe to procure laboratory equipment, and (2) to visit the United States to procure teachers for both Paraná and Tucumán Normal Schools. Those Americans who returned with him were the Misses Lucia F. Wade, Anna Ward, Anna Rice, and Mr. John Stearns, brother of George Stearns, who was to be the director of the Tucumán Normal School. George Stearns, nevertheless, was granted authority to organize the school at Tucumán. During his absence from Paraná from April 13 to July, 1875, his brother John was deputy director at Paraná. Although both schools were normal schools, the one at Paraná was to specialize now in the training of professors, those teachers for secondary schools, while the normal school for the province of Tucumán was to offer a two-year course specializing in the training of elementary teachers.

An interesting sidelight is that both schools were founded in centers of historical importance: Paraná, as it has already been observed, was the old capital of the Confederation; and Tucumán was the sight of the signing of the Argentine Independence, the Philadelphia of Argentina.

Other normal schools organized on similar plans although with slight variations to suit the needs of the provinces soon appeared. In such national colegios as those in Corrientes, Jujuy, Santiago del Estero, and San Luis, sections for the purpose of training teachers were annexed. The variations were made primarily on the basis of economics. The normal schools flourished mainly in the poverty stricken sections, those towns away from the main current of economic traffic, *e. g.*, Catamarca, San Luis, Corrientes, and Paraná itself, whose economic development

<sup>15</sup> Chavarria, *La Escuela Normal y la Cultura Argentina*, p. 76.

<sup>16</sup> Figueroa, *Escuela Normal de Paraná*, p. 75.

remained stationary after the fall of the Confederation. To these poverty stricken areas a normal school was like "a drink of exquisite nectar that was needed to nourish their existence."<sup>17</sup> To suit various areas, some plans included two, three, four, or five years of study. The plan for two years of study at Tucumán has already been noted. This variation led to disorganization and even frustration on the part of teachers. To eliminate some of this confusion and to establish the teaching profession on a dignified basis, George Stearns wrote to the Minister of Public Instruction, November 6, 1875, suggesting that different diplomas be designated upon completion of each grade, *e. g.*, for those completing the first course, title of Maestro Normal; the second, Professor Normal; after five years of successful teaching, Institutor Normal; for those finishing the full course, the title Doctor en Pedagogia. Then he bases his plan on a comparison with the military: "This is an interesting question. Why the military profession which kills man, is honorable, and the teaching profession is not? Maybe the answer is found in the various honorary titles that the military profession has, and the lack of them in the teaching profession."<sup>18</sup>

The governments under Sarmiento and Avellaneda made significant strides in the field of education. By 1884, when Law number 1420, July 7, 1884, sanctioned public education, every province could boast a normal school. In 1883 the last of sixty-four teachers from the United States arrived. A majority of them remained in Argentina, either to continue teaching until their retirement or to marry and become enlightened participants in Argentine communities.<sup>19</sup> Thus was closed the first period of the development of national normal schools in Argentina.

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<sup>17</sup> Chavarria, *La Escuela Normal y la Cultura Argentina*, p. 80.

<sup>18</sup> *Ibid.*, p. 82.

<sup>19</sup> Miss Jennie Howard lists the names of the American teachers in *In Distant Climes and Other Years*, appendix.



# Research: A Daily Diet for Teachers

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## Introduction

In recent years, we have come to believe that the door of knowledge is opened not by free textbooks or hot lunch programs, not by palatial school plants,<sup>1</sup> not by large libraries, (some on wheels), not by audio-visual aids, nor even special reading classes. It is the classroom teacher that thumbs the lock which opens the door to real learning at any level. "None of the new techniques and new procedures that have been introduced into higher education have changed the fact that the one essential requirement for good teaching is good teachers, and for good research, good researchers."<sup>2</sup>

### 1. The Classroom Teacher: The Real Force

The teacher's role today is central, pivotal, but not dominant. The challenge of teaching today compared to that of just 20 years ago is about like comparing the cannon fire across the Rhine to today's Inter-Continental Ballistics. The complexity of our roles as teachers, and thus the latent talent in our hands to provoke learning, is only recently acknowledged. This enviable position demands much from teachers; it likewise necessitates continuous inner growth lest we give of our light till the candle flickers.

Where shall the parched brain of the teacher find needed refreshment? Where shall any professional find opportunity to recharge for inner power? Possibly in a summer of travel or study,<sup>3</sup> or in an inter-

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<sup>1</sup> Harvey Holman, "Do School Pupils Need Costly Palaces?," *Reader's Digest*, 71:37-42, September, 1957.

<sup>2</sup> John P. Lewis, William G. Pinnell, and Herman B. Wells, "Needs, Resources, and Priorities in Higher Education Planning," *American Association of University Professors Bulletin*, 42:431-442, September, 1957.

<sup>3</sup> ....., "Vacation Reading for Teachers," *Phi Delta Kappan*, 38:328-359, June, 1957.

mediate job which gives new perspective, or possibly in a planned program of self-study and development.<sup>4</sup>

One rather unexplored source of personal and intellectual nourishment can be found in research. Every teacher should have a research project. It is as simple as the law of supply and demand. When one gives, he must receive.

As the profession of teaching and administration continues to take shape, it is imperative that our best efforts be given to the expansion of knowledge and to the application of the scientific method toward the solution of problems which stand in the way of tomorrow. Each, an expanded knowledge and a problem solving approach to the improvement of the educational program, will in fact do much to help fashion the ultimate form which our profession shall take. "Even in an extremely favorable local situation, the success or failure of any effort to translate research for public school use in the final analysis rests squarely on the abilities, knowledge, and points of view of the classroom teacher."<sup>5</sup>

## 2. Thirteen Values of Research to Teachers

If the teacher is the pivotal force in the learning process, if involvement in research is a dynamic revitalizer for tired and timid teachers—what specific benefits are derived by teachers from problem solving or educational research.

One, research gives man intellectual freedom and independence of thought, lest he be tightly bound to institutions, customs, traditions and orthodoxy, a creature of habit. Unorthodox sometimes is taken to mean "I don't do it!"

Two, research is the elevated and orderly flight which teachers may take to rise above the daily routine. It does not thrive in a climate of clocks, recess bells, or nine to four working hours.

Three, research is prefatory to intelligent action; it is the door to progress; a prelude to sound personal convictions. It thrives best in the mind of men who have earned the right and employed the practice of critical thought—not those who purchased the right by buying a degree.

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<sup>4</sup> Leonard S. Stein, "Plan for Personal Living," *Adult Leadership*, 6:110-112, October, 1957.

<sup>5</sup> John E. Ivey, Jr., *Channeling Research into Education*, Washington, D.C., August, 1944, American Council on Education, 8:93.

Four, research enhances one's patience. Planning necessitates stopping for a moment to reconnoiter, gaze about, assess the state of things, lest we be so busy that we fail to relax the strings of our minds. The violinist tightens his instrument's strings by degrees; he allows the instrument to adjust to stress. In this age of impatience, on-the-go-ness, research can be catalogued as a slowdown process. We have much to learn about adjustment to stress. Research can be our teacher.

Five, research necessitates that the teacher face the future, that he work today to improve tomorrow, that he plan for the adaptation and refinement of his theses. Kettering wrote: "My interest is in the future, because I will spend the rest of my life there."

Six, educational research sharpens our teaching effectiveness by applying the scientific method to educational problems. Herbert S. Conrad, Chief of Research & Statistical Standards of the United States Office of Education, presented a systematic review of the changes in educational practice that have resulted from research.

- A. Adaptations of education to individual differences of pupils.
- B. Reduction of the emphasis on "formal discipline."
- C. Diversification of the curriculum.
- D. Improvements in teaching methods.
- E. Improvements in school organization.
- F. Improvements in school buildings.
- G. Improvements in financial support for local school districts, principally through state aid.

Seven, research is an ideal point at which science and philosophy may be interlaced. Durant wrote: "Science gives us knowledge, but only philosophy can give us wisdom." Good, Barr, and Scates concur: "If science is the foundation of the cathedral of learning, philosophy is the spire which points onward and upward."

Eight, research is personally therapeutic. Like meditation, it pulls us away from ourselves. It helps to re-assign priority to our work tasks and in the process it lifts our thought ceilings and enables us to stretch and grow. Some people knit golf balls to relax; teachers should become involved in research.

Nine, research permits a more perfect adjustment of the educational program to local school and community needs.

Ten, research shrinks the dogmatic taint in each of us—without the aid of surgery, pills, or psycho-analysis. B. Russell wrote: “What passes for knowledge in ordinary life suffers from three defects: it is cocksure, vague, and self-contradictory. The first step toward philosophy consists in becoming aware of these defects . . . in order to substitute an amended kind of knowledge which shall be tentative, precise, and self-consistent.” It is obvious that research is one route toward the development of philosophy. More recently came this statement: “Education as the uncensored and unintimidated search for truth is poles removed from dogmatism. Everything is to be questioned, challenged, tested.”<sup>6</sup>

Eleven, research helps to develop the expression skills: writing and speaking. Ben Jonson believed: “For a man to write well, there are required three necessities: to read the best authors, observe the best speakers, and much exercise his own style.” In a day in which teachers are castigated for the condition of the 3 R’s, we should exhibit some personal proficiency in these matters—in addition to possessing some ability in teaching the 3 R’s.

Twelve, research takes teachers out of the “educational shallows” and places them in the deep waters where real, throbbing issues are, where man’s personal and intellectual timber can be easily tested and measured.

Thirteen, last, research is that point at which discussion and action meet; it is where theory and practice join hands for school improvement. This alone catapults research into a prominent place in the teacher’s life.

### **No Substitute for Intelligence**

Educational research is structured problem solving. It is not an after-thought to lend authority to plans already in process. It is not a hobby to pursue when time and inclination are concurrent. It is not a substitute for action but a vital prelude to action. Every teacher should have a research project.

Robert Browning wrote:

“The Common Problem—  
Yours, mine, everyone’s  
Is not to fancy what

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<sup>6</sup> Charles I. Glicksberg, “The Religious Motif in Higher Education,” *American Association of University Professors Bulletin*, 43:431-442, September, 1957.



Were fair in life  
Provided it could be  
But finding first  
What may be, then find  
How to make it fair  
Up to our means.”

John Dewey, in *Reconstruction in Philosophy*, wrote: “Not perfection as the final goal, but the ever enduring process of perfecting, maturing, refining, is the aim of living.”

An industrialized society’s most valuable resource is its human resource. The advancement of societies and cultures through the ages has depended greatly upon the brainpower of its citizens.<sup>7</sup> In a day crammed full of concern for our social future, the carriers of knowledge, that is teachers, must above all others exhibit skill in critical thinking and leadership in scientific problem solving in education.<sup>8</sup>

Most of us are ignorant about many things. To borrow an analogy, our minds are like coal chutes down which many tons of facts have rumbled, leaving only a sheath of dust. And furthermore, much of the material that we have collected in our minds is antique, unusable, very rough lumber. A great deal of what we “know” is untrue. Too much of what we believe is ungrounded is scientific, verifiable fact. Our knowledge, for the most part, is geared to a narrow daily-work kind of order.

It becomes the task of research to correct our vision, synthesize our funds of knowledge, test and retest our hypotheses and our educated guesses. It is for this large reason that I repeat: research has a tremendous significance for today’s teacher. The person in teaching, or inclined to enter teaching as a career, should always remember that education is basically an intellectual pursuit. If sensitivities to study, mental activity, critical thinking, should cause the teacher pain, he should adjust his occupational sights or possibly his life goals. Try as he may, he cannot escape the academic, the intellectual aspect in education. One would not choose a military career if he was afraid of guns, one would not logically become a jockey if he were allergic to horse hair; it surely

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<sup>7</sup> “The Human Resources of the United States,” preface, *Scientific American*, 185:27, September, 1951.

<sup>8</sup> Harry A. Grace, “Leadership: The Educator’s Challenge,” *Educational Administration and Supervision*, November, 1955, pp. 416-430.

follows, one should not enter teaching if he dislikes rigorous study, if he shrinks from associations with ideas. A constant quest for knowledge is the golden thread of strength for teachers. Many other excellent personal qualities (friendliness, warmth, genuineness, sociability, optimism, open-mindedness, etc.) do not substitute for this attribute; they augment it but they will never replace it.

*Newly Published*

## BEFORE THE CHILD READS

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# The Status of the Autobiography

ANTHONY C. RICCIO  
The Ohio State University  
Columbus

A review of the pertinent literature has shown that there is a discrepancy between the value placed on the autobiography by counselor-trainers and the use made of this counseling technique by practicing counselors. Strang, a counselor-trainer, has commented that "if only two technics could be used by the teacher, observation and the autobiography would probably give the best understanding of the individual's behavior."<sup>1</sup> But when Shaffer asked 68 counselors in the San Diego area to rank ten counseling techniques in the order of their value and use, his analysis of the returns revealed that the autobiography was ranked ninth (the interview was first and the questionnaire tenth) and was employed by approximately 25 per cent of the counselors.<sup>2</sup>

The difference between theory and practice in the use of the autobiography as a counseling technique is of considerable interest. This paper is an attempt to learn why more counselors do not employ the autobiography and to evaluate the reasons for such action in the light of the research evidence and professional opinions available in the literature.

## Description of the Autobiography

Generically, the autobiography is a self-report classified with such guidance techniques as the self-rating scale and the daily record. Specifically, it is a device employed to gain insight into a student's problems by having the student write *his* life story. It differs significantly from other self-rating devices in that it requires the student to express himself in writing, and thereby affords him an opportunity to describe himself in words.

The student's freedom of expression is dependent upon the form of autobiography requested of him. Assigned autobiographies differ from each other to the degree in which they are structured. A student may be asked to write a *standardized* autobiography in which he is expected

for purposes of group conformity to limit himself to a specific form and content.<sup>3</sup> If the assignment is *topical*, the student is required to write in any fashion on defined aspects of his personality and development.<sup>4</sup> A third alternative is that the student write on *anything in any way* he so desires.

Authorities in the area are divided as to the efficacy of these various forms, but the research evidence indicates that the form selected is in large part determined by the purposes of the selector. Since diverse forms produce varying results, selection of the type of autobiography to be employed is important. Danielson and Rothney requested structured and unstructured autobiographies from equivalent groups of high school students and discovered that whereas the former type, upon analysis, elicited a greater total number of problems, the latter suggested more problems in the area of family life.<sup>5</sup> The findings of this study have obvious implications for the counselor.

### **Arguments Against the Autobiography**

It is interesting to note the reasons given by counselors who do not employ the autobiography as a counseling technique. Although stated in numerous ways, the objections to the use of the autobiography center around the problems of validity, reliability, and practicability. It is held by some counselors that students do not want to make self-revelations or that students substitute weird tales in place of their own true histories. Some counselors cite as typical the student who maintains that the most difficult childhood habit he has had to break was playing tiddlywinks with manhole covers. Other students, they claim, present trivial material that has little if any importance as psychological data. Finally, another group of counselors feel that interpretation of autobiographical material is beyond the ability of most of the personnel workers in the schools.<sup>6</sup>

### **In Defense of the Autobiography**

In addition to the comments of guidance experts, investigations have yielded results which are in disagreement with the points listed in the preceding paragraph. Baird writes that because of their egocentric nature most students grasp the opportunity to relate the story of their lives.<sup>7</sup> In a study designed to test the truthfulness of students' statements



by checking them against other sources of information, it was found that the vast majority of students wrote in conformity with objective reality.<sup>8</sup>

Others in the counseling field are impressed with the wealth of psychological material that is contained in the autobiography. Allport is enthused over the opportunities to study student motivation presented by autobiographies.<sup>9</sup> The student not only reveals important material; he frequently gives his reaction to the material he presents. Froehlich and Darley also point out that the manner in which the autobiography is written is an indication of the educational level of the student.<sup>10</sup>

In the area of practicability, it is obvious that autobiographies are easily obtained. English teachers often cooperate with guidance workers by requesting the autobiography as a composition assignment. In other cases autobiographies are written in group guidance or social studies classes. Directions for the assignment may be mimeographed, especially if structuring is desired, or the result of a class discussion of the project. In any event, the expense involved is negligible.

Although the autobiography is generally written by college or secondary school students, reports have been made of attempts to employ it at the elementary school level.<sup>11</sup> It seems logical that at any level the technique will be most effective when the student feels a need to sum up his existence and to move forward.

The interpretation of the autobiography may present a problem—as do interpretations of counselee remarks or projective techniques. There are no set rules for interpretation, but there are items for which the counselor can look.<sup>12</sup> If the counselor is familiar with the student, he may note omissions in the product. He may consider the nature of the vocabulary employed. In general, when children feel strongly about a problem, they write at greater length and in more detail. Counselors might also be on the lookout for fabrications and the manner in which emphatic words are attached to various objects treated in the product. Outstanding examples of the means of interpreting autobiographies are to be found in Froehlich and Darley's *Studying Students* and in Rothney's *The High School Student*.

## Conclusions

In view of the material presented in this paper, it seems reasonable to draw the following conclusions:

1. The autobiography is a valid and valuable means of supplementing the knowledge of the student gained from the use of other guidance techniques and should perhaps be employed by more counselors.

2. The subjectivity of the autobiography is both a strength and a weakness. It is a strength in that it enables a student to relate something as he wishes to relate it. In so doing, it serves a cathartic and/or self-evaluative purpose. It is a weakness in that the material presented may be distorted or superficial.

3. Teacher and counselor cooperation in examining and interpreting selected autobiographies might well serve as the beginning of the continual use of the case conference method in the school setting.

## References

- <sup>1</sup> Ruth Strang, *Counseling Technics in College and Secondary School*. New York: Harper, 1949. P. 87.
- <sup>2</sup> E. E. Shaffer, "The Autobiography in Secondary School Counseling," *Personnel and Guidance Journal*, 32 (1954), p. 395.
- <sup>3</sup> P. J. Danielson and J. W. M. Rothney, "Student Autobiography: Structured or Unstructured?" *Personnel and Guidance Journal*, 33 (1954), p. 30.
- <sup>4</sup> Ruth Strang, "Gifted Adolescents' Views of Growing Up," *Exceptional Children*, 23 (1956), p. 10.
- <sup>5</sup> Danielson and J. W. M. Rothney, *loc. cit.*, p. 33.
- <sup>6</sup> E. E. Shaffer, *loc. cit.*, p. 395.
- <sup>7</sup> S. R. Baird, "Autobiography," *Education Digest*, 19 (1954), p. 39.
- <sup>8</sup> E. E. Shaffer, *loc. cit.*, p. 398.
- <sup>9</sup> Gordon W. Allport, *The Use of Personal Documents in Psychological Science*, Bulletin No. 49. New York: Social Science Research Council, 1942. Pp. 69-73.
- <sup>10</sup> C. P. Froehlich and J. G. Darley, *Studying Students*. Chicago: Science Research Associates, 1952. P. 174.
- <sup>11</sup> C. R. Baird, *loc. cit.*, p. 40.
- <sup>12</sup> C. P. Froehlich and J. G. Darley, *op. cit.*, pp. 175-187.

# The Fairhope Idea in Education

C. H. ROCHEDIEU  
Vanderbilt University

The Fairhope School of Organic Education is celebrating this winter its Golden Anniversary.

It was in April 1907 that Mrs. Marietta Johnson, who "obsessed," as she says, "with an idea that the school must fit the needs of the growing child," founded her School of Organic Education. "Education is growth," she continues, "and true education is a process which meets the needs of the growing body, ministers to the intelligence of the mind, keeps the spirit sweet and sincere, and tends to preserve and perfect the entire organism; hence it is organic."

The idea that the growth of the child should govern the program of his development is not new. In fact, Mrs. Johnson's pedagogical ideas are found in Rousseau's *Emile*, and in Pestalozzi. In America we find similar ideas in Oppenheim<sup>1</sup> and in Dewey, who has a whole chapter on Mrs. Johnson's "experiment" in the *School of Tomorrow*.<sup>2</sup> The School in Fairhope, Alabama, on Mobile Bay had, under Mrs. Johnson's special direction, an immense success. In order to finance her experiment she gave lectures in the United States and abroad.

John Dewey, at that time a professor at Columbia University, was invited to go to Fairhope to investigate the methods of the school, and his favorable report was of inestimable value. On several occasions between 1922 and 1933, Mrs. Johnson was sent abroad to represent American education before the leading educators of Europe. Many schools copied her methods. The Marietta School of Organic Education now is a tax exempt Corporation, operated by a fifteen-man Board of Managers. It takes a child from the kindergarten through the high school. Children of Fairhope are accepted free, others have to pay a modest fee. There are about 200 pupils, instructed by a faculty of 18, on a campus "mellowed by continuous living, for fifty years."

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<sup>1</sup> Nathan Oppenheim, *The Development of the Child*, The Macmillan Co., New York. 1908.

<sup>2</sup> John Dewey, *Schools of Tomorrow*, E. P. Dutton & Co., New York, 1915.

The two activities which have most attracted the outside public are Folk Dancing and the Spring Festival. Another interesting event is the PAN-AMERICAN week. Stress is laid on world understanding.

According to Dewey, Mrs. Johnson establishes her principles on the central idea found in Rousseau, which is, "The child is best prepared for life as an adult by experiencing in childhood what has meaning to him as a child; and further, the child has a right to his childhood."<sup>3</sup>

The Fairhope School is still adhering to its Rousseauian principles. Its pupils are anxious to learn and are happy. As Rousseau's Emile, they have an intense curiosity, intellectual and scientific. Because of the rather small number of students in the classrooms, they are getting much individual attention, and have an unusual chance of developing their individual talents. In this respect, it is certainly up to date if we believe in educating gifted children.<sup>4</sup>

Mr. Fletcher Taylor is at present the director of the School of Organic Education, Fairhope, Alabama. A bulletin of the school will be sent by him on request.

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<sup>3</sup> *Ibid*, pp. 17 and 18.

<sup>4</sup> de Haan and Havighurst, *Educating Gifted Children*, University of Chicago Press, 1957.



## PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

JULY, 1958

*Booknotes Committee:* Susan B. Riley, William A. Fitzgerald, and Norman Frost, Chairman.

*Secretary to the Committee:* Jane Rush.

*Annotators for this Issue:* Jack Allen, S. C. Ashcroft, Robert E. Bays, Myrtle Bomar, H. C. Brearley, C. S. Chadwick, Virginia M. Davis, Norman Frost, William J. Griffin, Henry Harap, Tattan Larson, Ada McCaa, Felix C. Robb, Anna Loe Russell, Milton L. Shane, H. Craig Sipe, P. M. Slates, Maycie K. Southall, T. Donley Thomas, Robert Polk Thomson, Thomas D. Warren, J. R. Whitaker, Scott S. Withrow.

### Children's Literature

ADAMS, SAMUEL HOPKINS. *Chingo Smith of the Erie Canal*. Random House, 1958. 275p. \$2.95.

Mr. Adams has told an entertaining story that is authentic in setting and the feel of life when the Erie Canal was made. The hero in Chingo Smith who did not know how old he was. His experiences working at odd jobs, kidnapped hoodlums, and climaxing with becoming the youngest captain on the Canal, makes excellent reading for junior high school children.

ALLAN, MABEL ESTHER. *Strangers in Skye*. Criterion, 1958. 223p. \$3.50.

The teen-age girl will delight in this book. When Elizabeth Falcon was unable to continue her studies, a new life opened for her. How she learned to appreciate new friendships and to adjust to a new life is coupled with romance and adventure. Girls ages 13-17 will enjoy this novel immensely.

ANDREWS, FRANK EMERSON. *Upside-Down Town*. Little, 1958. 60p. \$2.75.

Two children have unusual adventures when they visit Upside-Down Town where everything was in reverse. Even the upside-down cake was served right side up. Fun for ages 8-12.

ASIMOV, ISAAC. *Lucky Starr and the*

*Moons of Jupiter*. Doubleday, 1957. 192p. \$2.75.

This is the fifth in a series of Lucky Starr adventures. Here Lucky and his side-kick, Bigman are on the trail of a saboteur who has been trying to destroy the Agrav ship. This will make exciting reading for junior high enthusiasts of science fiction.

BAKER, CHARLOTTE. *Thomas, the Ship's Cat*. McKay, 1958. 117p. \$2.75.

Delightfully fantastic adventures of Thomas, who is really Miss Tansie's cat. He brings the wind in the doldrums, saves the captain and crew from treacherous Malays, rescues a baby from a sinking ship and finally gets Captain Crabbe to "pop the question." Just right for upper grade and junior high school reading.

BAKER, GEORGE EDWARD. *Hawk of Normandy*. Roy, 1957. 174p. \$3.00.

The central theme of the book, "How a Nation Developed," is presented through the life of William the Conqueror, who became Duke of Normandy when he was only eight years old. A very strange courtship with Matilda ended in a successful marriage which united houses of France, Normandy, Flanders and England with no limits to the power these descendants might wield. The foundations of a great and united people are well related in this biography of a relentless powerful ruler and conqueror.

BATE, NORMAN. *Who Built the Dam?* Scribner, 1958. unpaginated. \$2.50.

A picture story book, showing how machinery was used to build a dam across a mountain stream, thus harnessing the energy of the river for electric power. Good library selection for ages 6-10. Durable reinforced binding.

BEELER, NELSON FREDERICK. *Experiments with Light*. Crowell, 1958. 143p. \$2.75.

A splendid book of simple experiments performed with improvised apparatus. Will appeal to teachers and the upper elementary school pupils. Should broaden the base of interest in science.

BEERY, MARY. *Young Teens Talk It Over*. McGraw, 1957. 160p. \$2.75.

The author and the 700 club (teenagers themselves) discuss and answer each of the 100 questions asked by a teenager. These cover home, family, school, friends, boy-girl relationships, parties, dances, and dates. The book is helpful with practical hints and facts given from all points of view.

BENDICK, JEANNE. *The Blonk From Beneath the Sea*. Watts, 1958. unpaginated. \$2.50.

Just silly enough to be delightful for an imaginative child about 4 to 7 years old. The Blonk was a strange sort of a fish that could think. He and Peter got to be very good friends, and Blonk was happy in the huge oceanarium once he found out that he really did not have to stay.

BENDICK, JEANNE. *Have a Happy Measle, a Merry Mumps, and a Cheery Chickenpox*. McGraw, 1958. 45p. \$2.50.

This book tells you how you feel, something about how to get well, and also how not to get sick. The funny way it tells you, and the pictures, will make you laugh, even if you are sick. Third graders can read this to themselves, and to younger children, too.

BENNETT, EVE. *I, Judy*. Messner, 1957. 192p. \$2.95.

Teen-age girls will enjoy this story of Judy Lansing, senior at Denver Central High School, who has some of the same problems as they. She successfully confronts warped resentment, a problem boy friend, and her mother's reservations concerning her actions.

BISHOP, CLAIRE HUCHET. *Toto's Triumph*. Viking, 1957. 127p. \$2.50.

A lively interpretation of the realistic problems facing the poor in present day Paris. Many will question the basic ethics at several points of the story, as questionable for the age of the reader. Upper elementary. Not recommended for general purchase.

BISHOP, RICHARD W. *From Kite to Kitty Hawk*. Crowell, 1958. unpaginated. \$3.00.

Factual account of the development of man's mastery of the air. Of interest to boys, young and not so young, who marvel alike at the flight of the bird and of the airplane.

BLEEKER, SONIA. *The Navajo. Tomorrow*, 1958. 159p. \$2.50.

Written in narrative style, the background of the Navajo tradition, culture, and customs is presented here with authority for elementary readers. The modern Navajo on his reservation uses modern machinery and conveniences, but at the same time continues the ancient arts of the tribe and holds to the sacred beliefs in the supernatural. Beautifully illustrated in black and white line drawings.

BLUE, WALLACE. *The Mouse-Gray Stallion*. Bobbs, 1957. 142p. \$2.75.

How a boy can admire a horse so much that he will permit him to return to his wild range, is understandable to boys and girls who are real horse lovers. Pete McCune found that reaction natural when he came to know a truly remarkable horse. A recommended Western for upper elementary readers.

BREETVELD, JIM. *Getting to Know Alaska*. Coward-McCann, 1958. 64p. \$2.50.

A picture of Alaska for children. Indians, Aleuts, and Eskimos are visited in their homes and villages. Emphasis on Alaska's resources and its value to the United States.

BROWN, ANN TOWSON. *How Does a Garden Grow?* Dutton, 1958. 46p. \$2.50.

All the information a child of 7 to 12 needs to know about starting a garden is to be found in this factual story of two little girls who planned, planted, cultivated and harvested their garden. Illustrated with step-by-step photographs.

BROWN, PAMELA BEATRICE. *The Bridesmaids.* McKay, 1957. 208p. \$3.00.

A rash boast plus an invented story about her sister's engagement caused Polly disastrous but humorous results. The escapades of these two high spirited English girls are hilarious. Good reading for teen-aged girls.

BROWN, WILLIAM L. *People of the Many Islands.* Coward-McCann, 1958. 94p. \$2.50.

This somewhat imaginative account of life in Polynesia has excellent photographs but takes regrettable liberties with geographic and geologic facts and theories.

BUCHHEIMER, NAOMI. *Let's Go to a Candy Factory.* Putnam, 1958. 33p. \$1.95.

A tour of a candy factory shows boys and girls how their favorite confection is made. Suitable for grades 4 and 5 in studying aspects of community life.

BUEHR, WALTER. *Railroads Today and Yesterday.* Putnam, 1958. 72p. \$2.50.

Riding a train in 1830 was a rough experience, but after more than 100 years many improvements have been made. This is a history of the development of railroads in the U.S.A. from the very earliest to the most modern. Boys, 8-12 years old will especially enjoy this book, much of which explains the operation of the modern train.

BURR, SYBIL EDITH. *Highland Fling.* Westminster, 1957. 224p. \$2.75.

Not limited to the witty writing and high adventure suggested by the rather misleading title, this mystery novel presents nice humor and an interesting picture of contemporary Scotland, with a refreshing touch of

fantasy. Two girls and a young man are on a camping holiday. The plot is light enough for junior high school readers to enjoy.

CALDERO, GORDON. *Deep Sea Silver.* Little, 1958. 223p. \$3.00.

Bob, a free lance newspaper photographer and feature writer, gets on a sardine trawler. The story is action packed, and he succeeds in helping thwart some of the ill effects of the greed of a local Shylock.

CALDWELL, ERSKINE. *Molly Cotton-tail.* Little, 1958. 31p. \$2.50.

A famous writer of popular fiction has written his first story for children. This is the story of Johnny who did not want to hunt animals in the so-called "Southern gentlemen tradition." He much preferred the animals for pets. The solution of his problem makes his father proud of him. Ages 7-11.

CALHOUN, MARY HUISKAMP. *River-Minded Boy.* Morrow, 1958. 159p. \$2.75.

Rone Tyler wanted to be a riverman so much that he worked as mess boy so that he would be taken along. There were other problems besides the kitchen chores, dislike for a deck hand, a fight, a big flood, but Rone learned his place and was accepted at last. Black and white illustrations.

CARROLL, LEWIS. *Alice's Adventures in Wonderland; and Through the Looking Glass.* St. Martin's, 1958. 2v. in 1. 285p. \$.95, pa.

An excellent paper back edition of these wonderful classics for the young in heart, whatever their chronological age. It has all the original illustrations by Sir John Tenniel.

CERVANTES SAAVEDRA, MIGUEL DE. *Don Quixote; Retold by Erich Kastner.* Messner, 1957. 70p. \$2.95.

The delightful adventures of Don Quixote and Sancho Panza, his donkey are given. The grave knight was just a few centuries behind the times, however. The illustrations by Horst Lemke add much to the pleasure of this book which all young people will enjoy.

CHRISTIE, CAROLINE. *Silver Heels*. Winston, 1958. 150p. \$2.95.

Swift Eagle is a modern American Indian, with the assets of modern education and also, wholesome Indian background. His problem is concerned with a way to buy a horse he has always wanted. Young readers will enjoy his experiences as he earns the money to buy Silver Heels, and the thrill as he faces danger among the glaciers in the encampment of Blackfeet Indians. Recommended.

CLARK, ELECTA. *The River Showfolks*. McKay, 1957. 216p. \$3.00.

This historic novel, recommended highly for junior high, tells of the nine-member showboat family, the Cliffs (Chapmans), on their first flatboat from Cincinnati to New Orleans, rehearsing every day, presenting plays every night. Full of fun, liveliness, and adventure, it recounts experiences of a stow-away, boat collisions, rough boatman's fights, and pirate escapades.

CLEWES, DOROTHY. *The Mystery of the Jade-Green Cadillac*. Coward-McCann, 1958. 252p. \$3.00.

This beloved English author has provided plenty of action for this adventure of the Hadley children; a trip to Vienna, strange men, a refugee camp on the Hungarian border, chimpanzees in a traveling circus, and a Cadillac that was, and then was not. Children in upper grades will "eat it up."

CLEWES, DOROTHY. *Mystery on Rainbow Island*. Coward-McCann, 1957. 256p. \$2.75.

An ordinary brown package containing an Ormer shell and a mysterious letter initiates an exciting chain of events. The Hadley children again solve a mystery and find a "pot of gold at rainbow's end." Entertaining. Acceptable plot. Upper elementary.

COLBY, CARROLL BURLEIGH. *Firearms by Winchester*. Coward-McCann, 1957. 48p. \$2.00.

Although this book is primarily an advertising venture for Winchester guns, it is of interest to gun lovers. It is largely a pictorial account of the manufacture and performance record of the famous guns.

COOK, OLIVE RAMBO. *Coon Holler*.

Longmans, 1958. 178p. \$2.75.

Jo Ann went to the one-teacher school at Coon Holler with her nose in the air. She was surprised that she had to work hard to keep up with the "hill-billies" and when two young refugees came she found how friendly Coon Holler could be. When the school was finally consolidated, the children and the community raised money to buy the old building for a recreation center.

COOMBS, CHARLES IRA. *Young Readers Sports Treasury*. Grosset, 1958. 191p. \$1.25.

Adventure, competition, and the importance of fair play, were the basis of choice in this collection of sport stories. Elementary readers interested in this field will enjoy thrills in tennis, skating, football, baseball, and track, as they read the easy text of these well selected stories. Recommended.

COOPER, ELIZABETH K. *Science in Your Own Back Yard*. Harcourt, 1958. 192p. \$3.00.

A challenging book, encouraging the young amateur scientist to discover for himself in his immediate surroundings the mysteries of nature as found in animal, plant, insect and bird life, the stars and heavenly bodies, rocks and minerals, weather and atmospheric conditions. Ages 10 up.

CORCOS, LUCILLE. *Joel Gets a Dog*. Abelard-Schuman, 1958. unpag. \$2.50.

For his seventh birthday Joel got the puppy he had wanted so long. He named it Happy, and he had to take care of it himself. Happy was often in trouble, and finally chewed up a toy monkey belonging to the girl next door. Joel had to pay for the toy, and with the help of the tricks he teaches Happy succeeds in doing so. Story and illustrations just right for children about 4 to 8.

CRAZ, ALBERT. *Getting to Know Liberia*. Coward-McCann, 1958. 64p. \$2.50.

A picture of life in Liberia, where old tribal customs and 20th century roads and airplanes exist side by side. The kinship of Liberia and the United States in government and ideals is stressed, since Liberia was founded by Africans from the United States.



DAY, DEE. *Getting to Know Panama*. Coward-McCann, 1958. 64p. \$2.50.

This children's reader contains much about the Panama Canal and the people but nowhere presents the contrasted regions of the country.

DEMING, THERESE O. *The Indians in Winter Camp*. Whitman, 1958. unpaginated. \$1.68.

The account of daily experiences of a typical Indian boy are given in a clear easy text, with illustrations in color. Primary readers will enjoy reading about the very young Indian child and how he spends his time in winter camp. Recommended.

DEMING, THERESE O. *Red People of the Wooded Country*. Whitman, 1958. unpaginated. \$1.75.

A volume in the Indian Life Series. This story, for fourth grade readers, is designed to impart a knowledge of Indian traditions, religion, and culture. Illustrated.

DE REGNIERS, BEATRICK SCHENK. *Cats Cats Cats Cats Cats*. Pantheon, 1958. unpaginated. \$2.95.

It is evident that the author is intimately acquainted with cats and loves them. Written in delightful verse, she gives us her observations on cats and cat ways. The illustrations by Bill Sokol are outstanding. Sure to please cat lovers of all ages.

DICKSON, SAMUEL. *Tales on San Francisco*. Stanford, 1957. 711p. \$6.95.

Dickson loves San Francisco, past and present, as O'Henry loved and delighted in New York. This huge collection of feature stories is packed with descriptive and reminiscent data— anecdotes, history, legends. The writing is not distinguished.

DIRKSEN, JOAN. *I'll Find My Love*. Messner, 1957. 190p. \$2.95.

A lightly humorous tale of an attractive young girl, who goes to college, half in hope of finding a husband, finds her true love living next door. She has some exciting escapades, and believes herself in love with a handsome, sophisticated young man, but

she finds in the end that the "pot of gold" is in her own backyard. Recommended.

EBERLE, IRMENGARDE. *Robins on the Window Sill*. Crowell, 1958. 42p. \$2.75.

The Robin family choose a window sill belonging to a photographer for the location of their nest. The photographs of each step in the development of the young family, together with accompanying text, make an interesting nature study for children 4-8.

EDELL, CELESTE. *Here Come the Clowns*. Putnam, 1958. 155p. \$3.00.

This has the tingle of the circus, plus the pluck of a boy who was torn between becoming an equestrian and the joy of making folks laugh. How he did both makes an interesting story for upper grade children.

EPSTEIN, SAMUEL AND BERYL WILLIAMS. *Jackknife for a Penny*. Coward-McCann, 1958. 247p. \$3.00.

The stirring adventures of young Timothy Penny, who succeeds in warning patriot soldiers of a British ambuscade. The setting is Long Island after the Battle of Brooklyn. Good reading for intermediate grades.

ERSKINE, DOROTHY WARD. *Big Ride*. Crowell, 1958. 207p. \$3.00.

A story of early explorations in California, 1775-1776, culminating in the founding of San Francisco. The central character in this historic trek was Don Juan Bautista de Anza, but with him were not only men but also women and character. Young readers will enjoy this combination of good history and high adventure.

FEDDER, RUTH. *A Girl Grows Up*. McGraw-Hill, 1957. 310p. \$3.95.

The third edition of a standard guide for teen-age girls, this guide covers general aspects and common problems of growing up. Though unchanged in areas covered, the text shows considerable revision. The bibliography has been brought up to date. New discussion questions and self-help suggestions for each chapter are valuable. Every junior and senior high school should have a copy of this well written book.

FEDDER, RUTH. *You: The Person You Want to Be*. McGraw-Hill, 1957. 224p. \$3.50.

This difficult subject, lucidly presented here, is recommended for the reflective high school students. Problems of youth are analyzed ably, and direction aimed at establishing wholesome mature human relations.

FLEMING, ELIZABETH P. *Gift from the Mikado*. Westminster, 1958. 176p. \$2.95.

Incidents in the lives of a missionary family in Japan are used to foster interracial good will and to develop moral standards. Interesting reading for intermediate and upper grades.

FRITZ, JEAN. *The Cabin Faced West*. Coward-McCann, 1958. 124p. \$3.00.

Ten-year-old Ann Hamilton was lonesome for her old home and friends in Gettysburg and disliked her pioneer life in the new Western country. When the opportunity came to return East, she was surprised to find that the feeling for her new Western home had changed to love and that she was proud of her part in helping to build the West. A good pioneer story for girls, ages 8-10. Well illustrated.

GEORGE, JEAN CRAIGHEAD. *Snow Tracks*. Dutton, 1958. 61p. \$2.50.

It had been a busy time in the woods after the snow storm. The tracks left on the freshly fallen snow tell a story with a surprise ending. Charming story for ages 4-7. Illustrated by the author.

GOETZ, DELIA. *The Arctic Tundra*. Morrow, 1958. 62p. \$2.50.

A geographical reader for elementary schools, richly illustrated with sketches of life and landscape.

GRANT, DOROTHY F. *Adventurous Lady*. Kenedy, 1957. 191p. \$2.50.

A background book. Margaret Brent, this book's heroine, was a Roman Catholic emigrant to Maryland who became the executrix for the estate of Governor Leonard Calvert. Partisan religious interpretations will make this volume unacceptable to many protes-

tants. Adolescents should enjoy the unusual story.

GRAY, PATRICIA CLARK. *The Doggone Roan*. Coward-McCann, 1957. 192p. \$2.75.

The Shannons—Babe, her father, "Speedy," and the "Doggone Roan," Strawberry—live by following the California circus's. Strawberry, who is not much to look at, always wins. When Strawberry is seriously hurt, their new friends, the Ellsworths, come to the rescue. This is an exciting book for horse-loving children.

GRAY, PATRICIA CLARK. *4-H Filly*. Coward-McCann, 1958. 256p. \$3.00.

This is the story of a 4-H project, though not normal in its nature or development. Sandy was left alone to look after the ranch and train her filly for the fair. There are complications of an earthquake, blocked road, mountain lions. For intermediate grade children.

GRIFFIN, VELMA. *Circus Daze*. Westminster, 1957. 189p. \$2.75.

Mark Farmsworth, an orphan, insecure and feeling that he is always doing the wrong thing, comes upon an exciting summer traveling with the circus. After many adventures, the wonderful people of the show help him find himself, and he learns to face his mistakes and thus he wins praise and approval. Recommended for upper elementary readers.

GUILLOT, RENE. *The Wind of Chance*; Tr. by Norman Dale. Criterion, 1958. 188p. \$3.00.

This story of stow-a-way and adventure in the forests of the Gold Coast is translated from the French, in which it appeared under the title L'EXTRODINAIRE ADVENTURE DE MICHEL SANTANREA. In it are the imperative force of white men in exploiting the resources of an undeveloped country and a wonderful portrayal of a country about which little has been known, and good story telling for high school youth.

HALL, ADELE. *Beauty Queen*. Messner, 1957. 189p. \$2.95.

Although *Beauty Queen* would appeal mostly to seventh and eighth graders, it does hold the interest of an older reader. A beautiful, flighty young girl in Vermont wins the contest which takes her to Atlantic City to try to win the "Beauty Queen" contest. During this week of activity, she finds herself and her life's work, and shows a most unselfish side of her nature. Good reading.

HALL, MARJORY. *Cathy and Her Castle*. Funk, 1957. 213p. \$2.95.

An attractive seventeen-year-old girl finds romance and mystery when her schoolteacher-father opens a girls' junior college in an impressive "castle." Appealing story for high school girls.

HALL, WILLIAM NORMAN. *Telltime's Alphabet Book*. Crowell, 1958. unp. \$2.00.

An entertaining introduction to the alphabet for children 4-6 years old, in which Telltime Rabbit has a noodle soup party and all his friends bring noodles, A to Z.

HENDERSON, LE GRAND. *How Baseball Began in Brooklyn*. Abingdon, 1958. 58p. \$2.00.

"This book is dedicated to all boys and girls who like baseball, or pioneers, or Indians, or little brothers, or big brothers, or the United States." Children of 7-11 will appreciate the humor of this tall tale. Illustrated by the author.

HENKLE, HENRIETTA. *Lucy and Loki*. Scribner, 1958. unp. \$2.50.

Loki was the dog, and came to the family first. Then came Lucy, the cat. How they became the best of friends is an interesting story for children about 4 to 8.

HIGHTOWER, FLORENCE. *The Ghost of Follonsbee's Folly*. Houghton, 1958. 218p. \$3.00.

Mrs. Gittens was real boss of the Stackpole family. The old house they bought, called Follonsbee's Folly, turned up a number of surprises, including strange noises and a hidden stair and tunnel. Junior high school children will enjoy the surprising, and happy ending.

HOEHLING, MARY DUPREY. *Thaddeus Lowe, America's One-Man Air Corps*. Messner, 1958. 189p. \$2.95.

This is a story of an unusual person who served as an aeronaut in the Civil War. Hope, despair, and adventure are recurrent themes in the life of such an inventive and forceful personality. Will interest both the flight enthusiast and the Civil War devotee. Junior high school level.

HOGAN, INEZ. *Twin Kittens*. Dutton, 1958. unp. \$2.25.

Pounce and Purr were twin kittens that got out of their box and went exploring the house and even the town (on the side walks, of course). Children 2 or 3 to about 5 years old will be as relieved as were the kittens when they finally get safely back to their box.

HOPE, ANNE. *Umphy Elephant*. Warne, 1958. unp. \$2.25.

The delightful illustrations in color by Elizabeth Hammond help make this story of the elephant who cleaned windows by blowing water out of his trunk "p-s-s-sh" entrancing for 3 and 4 year olds.

HOWE, JANET ROGERS. *Benjamin Big*. Westminster, 1958. 128p. \$2.95.

A big black dog (Benjamin Big) and a boy (Tim) can get into and out of many kinds of trouble. The dog is the real hero, as Tim would be the first to admit. For ages 9 to 12.

HUNT, MABEL LEIGH. *Stars for Cristy*. Lippincott, 1956. 141p. \$2.75.

The Romanos' crowded city apartment had plenty of activity everyday, but Cristy found time for a reading project at the library, a training course in baby care, and finally a vacation of two weeks in the country. Here Cristy discovered many things including new friends, stars, and most exciting! A horse.

HUTCHISON, PAULA. *Mike the Moving Man*. Dutton, 1958. 61p. \$2.75.

Everybody liked Mike, and the children do too. He was so strong that he could have been a strong-man in a show, but he liked to be a moving man. For children about 3 to 6 or 7. Some first graders and most second graders can read this themselves.

IVENS, DOROTHY. *The Upside-Down Boy*. Viking, 1958. 38p. \$2.25.

John had never seen an upside-down boy. He found him a jolly good fellow, and a wonderful helper, especially at fishing. Story and pictures are just right for children about 5 to 8.

JANE, MARY C. *Mystery at Shadow Pond*. Lippincott, 1958. 121p. \$2.50.

The mystery has to do with some lost letters, written by a famous New England artist. Neal and Margie Lawson are concerned about them, because their grandfather had owned the letters, and now that they are valuable, they could be used to raise money their family needs very badly. A strange old man, a cat, an author, and unexpected visitors, all play important parts.

JOHNSON, MARGARET SWEET. *Silver Dawn*. Morrow, 1958. 80p. \$2.50.

Julia's father ran a training stable, and she helped train the horses. Silver Dawn was her favorite, and she followed the jumper with love from her first success in Madison Square Garden to her serious injury as she performed with a circus. Young horse lovers will enjoy this warmhearted story and find the climax entirely satisfying.

JUSTUS, MAY. *The Other Side of the Mountain*. Hastings, 1958. 143p. \$2.75.

Matt and Glory, a brother and sister, lived in a cabin in the mountains of Tennessee. Their family was poor, and yet the children do become acquainted with the life on the other side of the mountain. Told in a simple, direct style which ages 7-10 will love.

KAHL, VIRGINIA. *Droopsi*. Scribner, 1958. unp. \$2.50.

How the cat Schnurrli wins a pig in a concertina contest makes an unusual and humorous story for children, ages 5-9. Attractive illustrations by the author. Library edition, strongly re-inforced.

KENT, LOUISE ANDREWS. *He Went with John Paul Jones*. Houghton, 1958. 26p. \$3.00.

Young Nick Young Caryl, by a series of unfortunate incidents, loses his identity and

heritage. Among his experiences are several voyages with John Paul Jones, and the battle of the Serapic and the Richard. Good, with thrills aplenty for junior and senior high school youth.

KING, CLIVE. *Hamid of Aleppo*. Macmillan, 1958. 46p. \$2.50.

The wonderful world of make-believe takes the reader with Hamid from his hill in the desert to the museum in the city. Good reading for intermediate grades in connection with a trip to a museum.

KIRKLAND, LOLA. *Grandma Goes to the Arctic*. Dorrance, 1957. 279p. \$3.50.

This is the narrative of Lola Kirkland who, though past sixty, traveled in Alaska far beyond the Arctic Circle. In simple, graphic prose the account depicts many aspects of life in the far North. Useful for the school library.

KLEIN, LEONORE. *Brave Daniel: The Story of a Brave Boy*. W. R. Scott, 1958. unp. \$2.25.

Daniel was indeed a brave boy. He faced twenty robbers who came into his house (the robbers were on TV); he put his hand in a tiger's mouth (a stuffed tiger); he put out seven fires in one day (candles on his birthday cake). A good read-aloud picture story for young readers who will not fail to see the humor of Daniel's bravery.

LAMB, CHARLES AND MARY. *Tales From Shakespeare*. Dutton, 1957. 304p. \$3.25.

The ever popular *TALES* appear in a new edition. Its delightful illustrations are by Arthur Rackham.

LEACH, MARIA. *The Rainbow Book of American Folk Tales and Legends*. World Pub., 1958. 318p. \$4.95.

This is an interesting collection of American folk materials. There are legends, stories about many famous folk heroes, and state lore. The illustrations by Marc Simonet add much to this book which all ages will enjoy.



LEWIS, HILDA. *The Ship that Flew*. Criterion, 1958. 246p. \$3.50.

First published in Great Britain by the Oxford University Press, this 1958 edition is a charming printing of this wonderful fantasy. The trips by the children in this magic ship that goes anywhere in both time and space are those a good English governess would wish for her charges. They are engagingly told, and of real interest and some educational value to children about 7 to 12.

LINDQUIST, WILLIS. *Call of the White Fox*. McGraw-Hill, 1957. 192p. \$2.75.

Excellent social study background in an unusual area, dealing with a newcomer's adaptation to the ways of the natives of Alaska. It presents an interesting story and includes much nature material of this land of the caribou, fox, seals, and amazing birds. Recommended.

LIVINGSTON, MYRA COHN. *Whispers, and Other Poems*. Harcourt, 1958. 48p. \$2.25.

A charming, small book of poetry for the very young by one who has an understanding of children and their world. Ages 5-8.

LORD, NANCY. *My Dog and I*. McGraw-Hill, 1958. 31p. \$2.25.

The boy is very little and the dog is very big. They do some wonderful things together in this book of poetry, but finally decide to stay at home. Both text, and illustrations by Paul Galdone are just right for pre-school children.

LOW, ELIZABETH. *Mouse, Mouse, Go Out of My House*. Little, 1958. 37p. \$2.75.

Toby helps his aunt clean their house in the country. He finds many little animals, but none are suitable for house pets. Finally he finds just the right ones. An easy to read book, ages 4-7.

McCLARREN, J. K. *Mexican Assignment*. Funk, 1957. 247p. \$2.95.

Outlining the attempts of an inexperienced veterinarian from Texas to assist with the control of aftosa in backwoods Mexico, this is a special interest story. The author presents some aspects of our Southern neigh-

bor with a bit of condescension. The plot is rather commonplace, but will interest boys who are interested in veterinary work.

MCCLOSKEY, ROBERT. *Time of Wonder*. Viking, 1957. 63p. \$3.50.

Told in rhythmic prose, this account of daily life as found along the shores and coves of the Maine islands will not fail to impress both children and adults with its beauty. The illustrations by the author are particularly appealing.

MCCLUNG, ROBERT M. *Buzztail*. Morrow, 1958. 64p. \$2.50.

The experiences of a mature rattlesnake for one year, will make fascinating reading for elementary students. The brief easy text and lively illustrations bring the information out well. Steps in taking care of snake bite is well described, also. Recommended.

MCGRAW, WILLIAM CORBIN. *Pony for Keeps*. Coward-McCann, 1958. 214p. \$3.00.

Since she had no family of her own, the Kirbys had given Katty Lou a home. Her early unhappy experiences had given her a great sense of fear and loneliness. Across the road was a horse farm, where she was forbidden to go, but go she did. How her experiences there brought about a complete change in her life makes an absorbing story which young horse lovers will appreciate.

MCNEER, MARY YONGE. *America's Abraham Lincoln*. Houghton, 1957. 119p. \$3.50.

The harvest of Lincoln books is so great one can predict a call for government price supports. This addition, a volume in the America's Series, is designed for the pre-teens and features excellent illustrations by Lynd Ward. The author's restraint in telling the story is praiseworthy.

MALLAN, LLOYD. *A Day in the Life of a Supersonic Project Officer*. McKay, 1958. 178p. \$3.95.

Boys, both young and old, will find this fast moving and commendably illustrated account of travel in the space age. The book gives insights through narrative of the vocabulary, the problems, and the men of today's air force.

MARTIN, PHILLIP L. *Sol La Bonté*. St. Martin's, 1957. 85p. \$2.25.

Sol is a French Canadian, and his simple, bachelor life is complicated by mis-adventures just extraordinary enough to make one wonder whether they might not be true. About right for children 6 to 9 years old.

MASON, GEORGE FREDERICK. *Animal Tails*. Morrow, 1958. 95p. \$2.50.

There seem to be no end to the curious ways in which animals make use of their tails, some of which are balancing, warning signals, steering, grasping, fighting and protection, expressing emotion, as well as being decorative. Good nature study for children of ages 10-14.

MASON, MIRIAM EVANGELINE. *Kate Douglas Wiggin: The Little School Teacher*. Bobbs, 1958. 191p. \$1.95. Childhood of Famous Americans.

A worthy addition to an excellent series. Kate Douglas Wiggin is made very real, and her devotion to childhood and the wonder of her imagination are interpreted. Just right for reading by those who are reading "Birds Christmas Carol" and other books by Mrs. Wiggin.

MASTERS, KELLY RAY. *Young Mike Fink*. Holiday House, 1958. 196p. \$2.95.

An adventure story based on the youth and young manhood of Mike Fink, the semi-legendary frontiersman and riverboatman. A colorful story of river life on the Ohio and Mississippi in the period after the American Revolution. Ages 12-16.

MEADOWCROFT, ENID LAMONTE. *Holding the Fort with Daniel Boone*. Crowell, 1958. 147p. \$2.75.

From the opening scene, "a hot July morning in the year 1775," to the closing one, this little volume is manned with heroic struggles, tender scenes and the lush scenery of frontier Boonesborough. It is a child's adventure story in classic tradition.

MEYER, EDITH PATTERSON. *Bible Stories for Young Readers*. Abingdon, 1958. 288p. \$3.50.

These stories "show how people of Bib-

lical days came to know more and more about God." There are 33 stories, from the Old Testament and 25 from the New Testament. There is little denominational bias. Suitable for reading to children about 5 years old or more. Children of 3rd grade reading ability can read this book themselves.

MILLER, HELEN MARKLEY. *Benjamin Bonneville, Soldier-Explorer, 1796-1878*. Messner, 1957. 192p. \$2.95.

Bonneville's life was that of a soldier and explorer of the Pacific Northwest in the years prior to the Civil War. This account, designed for high school students, stresses his western adventures. A good bibliography increases the volume's usefulness for teaching purposes.

MINCIELI, ROSE LAURA. *Tales Merry and Wise*. Holt, 1958. 128p. \$3.00.

Wonderful stories from Italian folk lore; some with pointed morals, some making fun of folks, and some just for fun. The stories have stood the test of time, and many of them are new for children nurtured on English and German folk tales. Fourth or fifth graders can read the stories themselves. They are good to read to nursery school children and up almost indefinitely.

MINER, OPAL IRENE SEVREY. *The First Book of Earth*. Watts, 1958. 62p. \$1.95.

Pictures by Mildred Waltrip are a vital part of this excellent book. It is for beginners in that it does not depend on previous information, which teachers frequently find pupils do not have. Rather difficult for fourth grade, but all right above that level.

MOLLOY, ANNE STEARNS. *The Tower Treasure*. Hastings House, 1958. 165p. \$2.95.

Children trying to "save the old home place" find a kind of treasure they did not expect, and the place is saved. The children are roof climbers with imagination; they put on theatricals, and there is a hurricane to add to the excitement. For children about 10 to 14.

MONTGOMERY, RUTHERFORD GEORGE. *The Golden Stallion and the Wolf Dog*. Little, 1958. 210p. \$3.00.

The fifth book of Montgomery about the Golden Stallion. As a matter of fact the hero of this story is Pedro, who with his wolf dog, Shag, was looking for the wild white stallion. It took his friend, Charlie, to clear Pedro of a charge of murder, and Shag of a charge of killing cattle. Quite a story for boys about 12 years old.

MORRISON, LILLIAN, COMP. *Touch Blue*. Crowell, 1958. 152p. \$3.00.

This little volume of signs and spells, love charms and chants, auguries and old beliefs, in rhyme is designed for all ages. Numerous rhymes and verses, which are quoted by children today, are included which add to the delight of this book. The illustrations of Doris Lee and the well-known verses combine to make this a book which appeals to all.

NAPJUS, ALICE JAMES. *The Magic Chair, and Other Stories*. Vantage, 1957. 53p. \$2.00.

Fantasy in entertaining form for kindergarten and primary children. There are six good stories, all new if not much different from the well-known stories of magic.

NEAL, HARRY EDWARD. *Pathfinders*, U. S. A. Messner, 1957. 192p. \$3.50.

An excellent reference book of facts and figures for junior and senior high school students who wish to serve the nation in other than military capacity. A comprehensive bibliography is included. Recommended.

NOEL-HUME, IVOR. *Great Moments in Archeology*. Roy, 1958. 127p. \$2.50.

Excellent planned and well told, these stories will help develop interest in and understanding of archeology. Especially suitable for upper grade and high school students.

OLDS, HELEN DIEHL. *Detour for Meg*. Messner, 1958. 189p. \$2.95.

Meg was in high school, and troubles cascaded about her. Brother Robert lost his physics notes that he needed for a schol-

arship and that left Meg with little chance of college. Her boy friend lied about an automobile accident, and then her new boy friend was seriously hurt in an accident. Enthralling reading for junior high girls.

PARADISE, ADRIAN ALEXIS. *Dollars for You*. McKay, 1958. 179p. \$3.00.

The author shows that attitudes have much to do with the dollars young people can make. He discusses certain professional "secrets." Types of businesses—working for others, businesses of one's own, partnerships, etc.—are presented in the light of abilities and interests of the person. Spending, saving, budgeting are all treated along with ideas for money-making hobbies which lead to dollars. A most valuable book—readable and informative.

PARKE, JOHN. *The Moon Ship*. Pantheon, 1958. 108p. \$2.75.

Chris Norton was new in town and had no one to play with. Bored and lonely, he decided suddenly to equip an imaginary space ship with whatever was lying around his garage and take a trip to the moon. By supper time his major problem was solved, and elementary readers will understand and enjoy his technique.

PARKS, AILEEN WELLS. *James Oglethorpe, Young Defender*. Bobbs, 1958. 191p. \$1.95.

The story of James Oglethorpe, with special emphasis on his boyhood. Only the last 24 pages deal directly with the settlement of Georgia. Intermediate grade reading level.

PEARCE, A. PHILIPPA. *The Minnow Leads to Treasure*. World Pub., 1958. 253p. \$3.00.

David Moss found a canoe, and was almost sorry when he later found the owner, Adam Codling. The boys together spent most of the summer searching for the Codling treasure, which by tradition was "over the water." There is a real surprise ending, that will appeal to children 9 to 12 years old.



PETERSHAM, MAUD AND MISKA. *David*. Macmillan, 1958. unpaginated. \$2.50.

One of the best known stories of the Bible is retold for children about 6 to 8. The boy here and his rise to becoming the king retain the reverent simplicity of the Bible, made attractive for children.

PETERSHAM, MAUD AND MISKA. *Joseph and His Brothers*. Macmillan, 1958. unpaginated. \$2.50.

Fittingly retold for children, with good illustrations, many in color, this will meet the need of parents who wish to familiarize their children with the Bible stories. Suitable for children about 6 to 10. A beautiful book.

PIERHAL, JEAN. *Albert Schweitzer: The Story of His Life*. Philosophical, 1957. 160p. \$3.00.

This English version of the German biography is simply written. It stresses the "human interest" aspects of Schweitzer's life rather than the development of his ideas. The book includes numerous photographs. It is appropriate for young readers.

PILKINGTON, ROGER. *The Missing Panel*. St. Martin's, 1958. 235p. \$2.95.

Those who already know the four youngsters of the good boat Dabchick will welcome another adventure. Upper grade and junior high pupils will enjoy joining Peter, Michael, Carl, and Jill in the adventures involved in finding a stolen painting, adventures in three countries, on ship, on land, in caves and in water.

POND, SEYMOUR GATES. *True Adventures of Pirates*. Little, 1954. 215p. \$2.75.

A brief account of seven famous pirates is told in an engaging manner for elementary readers. Explanation of pirate laws, loot, various coins, and certain terminology, as well as description of pirate vessels, illustrated in black and white add to the interest of the book. Upper elementary readers will find the treatment absorbing.

PROTHEROE, RUTH HEPBURN. *Beyond the Mountains*. Abelard-Schuman, 1957. 240p. \$3.50.

A sixteen-year-old French Canadian girl finds adjustment to the change in her world, very difficult. The author aims to give a simple, romantic account of her approach to womanhood, interpreted for young high school readers. The message is obvious.

REEDER, RUSSELL POTTER. *The Story of the Civil War*. Duell, 1958. 212p. \$3.95.

If this book lived up to its publishers blurb—"Panoramic and fast moving, this is the complete story: accurate . . . clear . . . unbiased"—it would deserve enshrinement near the Declaration of Independence in the Library of Congress. Its true nature is more that of a series of battle sketches suitable to introduce neophytes to the charms of Civil War military history. The writing is sprightly.

REEDER, RUSSELL POTTER. *West Point Second Classman*. Duell, 1957. 249p. \$3.50.

Clint Lane found his third year at West Point exciting and full of surprises. This is a good indoctrination novel for senior high school boys aspiring to West Point, replete with football and baseball (Army-Navy), and Army pidgeon-English. Unexpected developments in the plot keep the point of interest high.

RENICK, MARION LEWIS. *Young Mr. Football*. Scribner, 1957. 211p. \$2.75.

Harold Bowling wanted more than anything to "make his mark" in something, but as his family moved frequently, he was unable to make even permanent ties of any sort. That the chance should come in his favorite field, football, makes an exciting experience for him and an absorbing story for middle elementary readers.

REYNOLDS, HELEN. *We Chased a Rainbow*. Funk, 1957. 214p. \$2.95.

Mary and Elaine chase their "pots of gold" (future art school for Mary, singing in Hollywood for Elaine) to Banff National Park in their native Canada. Their interesting adventures lead them to the gold—though of different denomination than originally planned—and excite the yen for similar adventure in any teen-aged girl.



RIESEBERG, HARRY EARL. *Treasure*. Holt, 1957. 122p. \$2.50.

A collection of brief tales of adventure, lost treasure, and mystery ships, suitable for television viewers and others who require much excitement briefly presented. Quick assignments for high school readers.

RIESENBERG, FELIX. *The Vanishing Steamer*. Westminster, 1958. 224p. \$2.95.

This is a tumultuous story of intrigue and adventure. There is the vanishing steamer, a hurricane, desperate men, U-boats and potential rocket bases for a foreign power in the Caribbean. Suitable for junior high school boys.

ROBERTSON, KEITH. *The Crow and the Castle*. Viking, 1957. 219p. \$2.50.

An above average mystery novel written in the first person, this book deals with a pair of amateur detectives and their pet crow. There are intriguing highlights for those interested in the history of chess, and the mystery will absorb high school readers. Recommended.

ROWE, VIOLA CARSON. *A Way with Boys*. Longmans, 1957. 182p. \$2.75.

Some seemingly unrealistic situations and problem resolutions mar this otherwise entertaining story of a teen-age girl and her love problems. Barbara Gilbert, attractive redhead, does realize a few sensible truths as she finds she has a "way with boys," and young girls could find the book helpful.

SCHEIB, IDA. *Elephants in the Garden*. McKay, 1958. 57p. \$2.50.

Joey just about adopted the elephants that came with the circus to Madison Square Garden. His friends, Slim and Curley, teach him about the animals. Then quite unexpectedly he finds himself riding an elephant in the parade. For intermediate grades.

SCHLEIN, MIRIAM. *The Bumblebee's Secret*. Abelard-Schuman, 1958. 51p. \$2.50.

A good variant of the "chain type" story. The bumblebee was followed by the blue

jay, who was followed by the squirrel, then a chicken, a pig, two dogs and three horses. When they find out the secret they all hurry back, to the amusement of a wise cow who has been watching. Suitable for children about 4 to 7 or 8.

SCHULL, JOSEPH. *The Salt-Water Men*. St. Martin's, 1957. 144p. \$2.75.

This story of the wooden sailing ships of Canada, and of the men who sailed them. Canada came into ship building late, about 1850, and iron ships, and steam replaced them by 1900. But they were great ships, and great sailors. Good social studies reading for high schools.

SCOFIELD, DOROTHY. *The Shining Road*. Longmans, 1957. 186p. \$2.75.

Elinor, ready for college, had no idea what she wanted to do with her life. But new friends and events combined, during summer vacation on a Canadian island, to help solve her problem. A wholesome story with a touch of romance and emphasis on the meaning of growing up, for teen-age girls.

SETH, RONALD. *The Spy and the Atom Gun*. Farrar, 1958. 152p. \$2.75.

A tale of an atom gun developed in an Iron Curtain country, and how a spy with help of underground gets one out to the Western powers. Plenty of excitement for children in upper grades or junior high.

SHERBURNE, ZOA. *Princess in Denim*. Morrow, 1958. 248p. \$2.95.

Eden won the place as Tulip Princess in the local contest. Then there was the chance at a state beauty contest. She learned a great deal about many things, and was really glad to get back home, and not as a winner. Of interest to girls of about junior high school age.

SHORE, MAXINE. *Shipwreck Island*. Messner, 1958. 189p. \$2.95.

This story is based on the diary of Alfred Glendinning, and is therefore unusually true to facts of shipwreck in 1887. There is plenty of tension, danger, endurance and heroism. Good reading for children 8 to 12 years old.

SLOBODKIN, LOUIS. *The Wide-Awake Owl*. Macmillan, 1958. unp. \$2.50.

Makers of Sominex should object to this book, because it tells children how to go to sleep. At least the owl got to sleep this way. For children about 3 to 8 years old.

SMITH, NANCY WOOLLCOTT. *Hurricane Mystery*. Coward-McCann, 1958. 221p. \$3.00.

Kim and Jan, the twins have a great time with their friend, Martin Wolf, the son of a sure enough oyster man. In the summer vacation they learn much about fixing and sailing their dory, and discover why some of the oyster beds are over run with star fish. Intermediate grade reading level.

SNELLING, LOIS. *Treasure in the Valley*. Funk, 1958. 243p. \$2.95.

The treasure is from an old bank robbery. Joe Prynne and his cousin, Tip Craig get on the track, and with the help of Charley, a colored boy who has always lived on the old Prynne place, they bring about a surprise ending. There is plenty of adventure, and bad men as well as difficulties to overcome. About right for boys 9 to 14 years old.

STANFORD, DON. *The Horsemasters*. Funk, 1957. 212p. \$2.95.

Dinah Wilcox, who was interested in horses, invested her inheritance to learn horsemanship at a riding school in order to work her way through expensive Wells College as Assistant Riding Mistress. The book is highly informative, and the action rapid, the characters clearly defined. An excellent book for horse-minded high school readers. Recommended.

STERLING, DOROTHY. *Captain of the Planter: The Story of Robert Smalls*. Doubleday, 1958. 264p. \$2.95.

Stern reading in a pleasant package, this youth biography tells the story of Robert Smalls, South Carolinian, who seized a steamboat to flee from slavery. After the Civil War he became a prominent South Carolina politician and was for several years a Congressman. The stifling of the Negro vote cost him his seat in 1886. The

story is well told; the author is highly partisan.

STEVENSON, AUGUSTA. *Virginia Dare: Mystery Girl*. Bobbs, 1958. 192p. \$1.95.

This, another in the "Childhood of Famous Americans Series," furnishes interesting insights into the famous Lost Colony. As with other volumes by the same author the story carries a quality of reality that has an appeal to young readers.

STEVENSON, ROBERT LOUIS. *The Black Arrow*. Dutton, 1958. 278p. \$2.75.

This is one of the best portrayals of the War of the Roses that was ever written, from the standpoint of the feelings and tensions of the times. This is an attractive edition of this children's classic, with four full page color illustrations and a number of well done drawings by Lionel Edwards.

STOKES, KATHLEEN M. *Maid of Orleans*. Roy, 1956. 178p. \$2.75.

Unnecessary typographical errors, poor binding, cheap paper, and uninteresting illustrations mar this seemingly accurate and appealingly-told version of the story of Joan of Arc. It is a pity that a worthy teen-age book is not better treated by its publishers.

STROUSSE, FLORA. *The Friar and the Knight*. Kenedy, 1957. 190p. \$2.50.

Background books are designed to point up the contribution Roman Catholics have made to American history. This volume centers around the role of a Spanish friar who accompanied Cortez during his conquest of Mexico. Well written, and nicely illustrated, the book is designed for adolescents.

SUMMERS, JAMES L. *Sons of Montezuma*. Westminster, 1958. 192p. \$2.95.

This story of the Mexican War follows closely historical facts. The setting is the march of Scott's army from Vera Cruz to Mexico City. Jack Ransome and Robert Rayne were privates and the story is lively, well suited for junior and senior high school reading.

TATHAM, JULIE CAMPBELL. *To Nick from Jan.* Coward-McCann, 1957. 223p. \$3.00.

Seventeen-year-old Jan, member of socially prominent and fairly wealthy New York publishers's family, learns responsibility and the difficulty of the adult world and finds the meaning of friendship-to-love relationship with an attractive next-door neighbor during the first summer that her family maintains permanent residence in the family "home place" on the Hudson.

TAYLOR, JOHN WILLIAM R. *Jet Planes Work Like This.* Roy, 1958. 63p. \$2.75.

A well illustrated account of jet and turboprop planes and engines. Stresses the contribution of British and German designers. Would appeal to early teenagers with good reading ability. Factual material is carefully interwoven with the development of the theme.

THORNE, MARCO. *Ride the Ferry.* Lantern, 1958. unpaginated. \$2.00.

Requests for a primary book on the modern ferry resulted in this easy text with photographs taken from actual daily experiences. The details in this simplified, well illustrated style, give the young child the information he needs, and the feeling of having had a real experience. Recommended.

TIBBLE, JOHN WILLIAM AND ANNE NORTHGRAVE. Helen Keller. Putnam, 1958. 125p. \$2.00.

A short, simple biography of the world renowned deaf-blind Helen Keller including early training, education, and global travels with teacher-companions. Scenes from beginnings in Alabama to audiences with the great of her time reveal a life of devotion to service in behalf of the handicapped throughout the world.

TREECE, HENRY. *Men of the Hills.* Criterion, 1958. 182p. \$3.50.

So magnificently imaginative that it might have happened in this adventurous account of pre-historic Britain. Mardoc is the son of the chief of the cattle-raising nomads. Lalo and his dog Yan are of the dark men of the hills who raise barley. Badger is the wise old chief of the hunting men. After

tragic adventures these hold a new future in their hands. Junior high school level.

TURNGREN, ELLEN. *Shadows into Mist.* Longmans, 1958. 207p. \$2.75.

This novel is a sympathetic account of a Swedish girl's life in Minnesota during the 1880's. There is able treatment of values which are enduring in the new world as well as in the old. Background reading for high school girls directed to pioneer problems and adjustments of immigrants.

VITTORINI, DOMENICO. *Old Italian Tales; Retold by Kathryn L. Fligg.* McKay, 1958. 110p. \$3.00.

There are twenty well told folk tales that will appeal to story tellers and lovers of folk lore as well as to children. Kindergarten and primary grade children will enjoy hearing them. Intermediate grade children can read these tales themselves.

WELLMAN, MANLY WADE. *Lights over Skeleton Ridge.* Washburn, 1957. 180p. \$2.75.

The suspense-adventure story tells of Dave Burnett and Professor Dinwiddie's explorations of the Mines of the Ancients in North Carolina. Dave makes friends with the hill folk, but antagonizes a modern witch doctor. In solving the mystery of the lights on the ridge, Dave finds excitement, fear, danger, and a new interest in archaeology. Recommended for purchase for junior-high lovers of mysteries and adventures if needed.

WEST, JERRY. *The Happy Hollisters and the Mystery of the Totem Faces.* Garden City, 1958. 182p. \$1.00.

This story finds the Hollisters in Alaska, and as usual mixed up in interesting adventures, not highly probable, but exciting, and sure to turn out well. Interest range is from about 6 to 10.

WHITE, STEWART EDWARD. *The Saga of Andy Burnett.* Garden City, 1958. 212p. \$1.95.

This is a condensed version of White's earlier *LONG RIFLES*. The setting is in the West of the hunter and trapper era. Daniel Boone's gun renders good service to his white and Indian friends.

WIBBERLEY, LEONARD. *Mexican Road Race*. Washburn, 1957. 182p. \$2.75.

A thrilling story for boys and girls interested in car races. Descriptions of race cars is given in detail. Very appealing for boys interested in auto mechanics. Many good lessons in sportsmanship and getting along with others. Highly recommended to meet the demand for "racing" stories.

WILSON, HELEN FINNEGAN. *Always Anne*. Messner, 1957. 188p. \$2.95.

Anne, who had always wanted to be popular, looks with envy at Gloria who aired her fake popularity. Gradually Anne learns that just normal wholesome living brings her the most friends and happiness. Delightful reading for teen-age girls.

WING, GEORGE L. *Tweedle, the Boy Who Wanted to Go Home*. Pageant, 1957. 66p. \$2.50.

Tweedle and his dog Bounce were carried to the skies by a magic mushroom. Getting home required help from a flock of geese, the Man-in-the-Moon, St. Nicholas, the Hallo'een fairies and the chief of police. And still only Tweedle knew that Bounce could talk. Ages 8-10.

WOOLLEY, CATHERINE. *Andy Wouldn't Talk*. Morrow, 1958. 46p. \$2.50.

Andy was a shy little boy, so shy, in fact that he only talked to his mother and to Gertrude, his dog. How Andy finally comes to talk to everyone is a story which 4-8 year-olds will love. The illustrations by Meg Wohlberg adds to the interest of this book.

WRIGHT, FRANCES F. *Andrew Jackson, Fighting Frontiersman*. Abingdon, 1958. 127p. \$1.75.

A volume in the "Makers of America" series, biographies for young readers. In an interesting fashion, the account highlights most of the important episodes in Old Hickory's career. The format is enhanced by some good black and white illustrations.

WYSS, JOHANN DAVID RUDOLPH. *Swiss Family Robinson*. Dutton, 1957. 341p. \$2.75.

An attractive edition that avoids some of the heavy moralizing of many of the texts. This is accomplished by going to the original text rather than depending on previous translations and the amendments moral minded persons added. There are eight full page color plates, and numerous drawings.

## Education and Psychology

BROWN, INA CORINNE. *The Story of the American Negro*. 2d., rev. ed. Friendship, 1957. 212p. \$2.75.

This revision of a much-read little book gives the principal past and present knowledge necessary to understand the interracial situation in the United States today. The material is clear, scholarly, and exceptionally free from prejudice. Liberal rather than conservative or reformistic in point of view.

CAUSEY, OSCAR S., ED. *The Reading Teacher's Reader*. Ronald, 1958. 339p. \$5.00.

This book, composed of selections of articles by recognized authorities in the field of reading, is intended for use by college students in reading methods courses. The general topics covered are: the nature of the reading process, methods of teaching, phonics, vocabulary, emotional factors in reading improvement, and audio-visual aids in improvement of reading.

CONFERENCE ON READING, UNIVERSITY OF CHICAGO, 1957. *Materials for Reading*, Comp. by Helen M. Robinson. U. of Chicago Pr., 1957. 231p. \$3.50. (Supplementary Educ. Monograph, #86).

These papers, presented at the Annual Conference, bring forth some new ideas and suggest improved practices in the selection of reading materials.

GOINS, JEAN TURNER. *Visual Perceptual Abilities and Early Reading Progress*. U. of Chicago Pr., 1958. 108p. \$2.00. (Supplementary Education Monograph, #87).

A study of the relations of visual perception to progress in reading in the first grade.



GRAY, WILLIAM SCOTT. *The Teaching of Reading*. Harvard, 1957. 30p. \$1.50. (Burton Lecture, 1956).

A scholarly summary of tested experience regarding a number of problems in teaching reading.

GROSS, NEAL AND OTHERS. *Explorations in Role Analysis*. Wiley, 1958. 379p. \$8.75.

This study is attempting to set up a method for investigating concepts of roles, to develop a family of role concepts which can be used in the various social sciences. The role of the superintendent was the one chosen. There is already a body of literature describing the behavior expected of superintendents and the kinds of relationships which should exist between them and those holding positions to which they are related. This fact gave a more or less "accepted" set of expectations on which to base investigations. These studies should help revolve role conflicts.

KOROL, ALEXANDER G. *Soviet Education for Science and Technology*. Wiley, 1957. 513p. \$8.50.

The standard work in the field. Careful references to original sources. Particularly to be commended is the author's use of the American educational system to illuminate discussion rather than to establish a basis for comparison. Deserves the careful attention of all educational and scientific leaders.

LAYBOURN, K. AND C. H. BAILEY. *Teaching Science to the Ordinary Pupil*. Philosophical, 1957. 415p. \$10.00.

An unusually helpful book for the beginning science teacher. It is not at all difficult to find equipment for teaching both the life and physical science which is comparable to that suggested in this British book.

LEWIS, NORMAN. *How to Read Better and Faster*. 3d. ed., rev. Crowell, 1958. 398p. \$3.95.

A training manual designed for the person who wishes to improve his reading rate and comprehension. This latest edition has

been thoroughly revised to include fresh techniques and teaching devices.

MAYER, FREDERICK. *New Directions for the American University*. Public Affairs Pr., 1957. 52p. \$2.58.

The author has written a penetrating analysis, highly readable. Challenges fundamental assumptions of American high education. Aldous Huxley's introduction alone is worth the price of the book.

MIEL, ALICE, ED. *Individualizing Reading Practices*. Teachers Coll., 1958. 91p. \$1.00 (Practical Suggestions for Teaching, #14).

The purpose of this monograph is to give encouragement and assistance as teachers work out their own ways of helping the individual child to progress at his own rate in acquiring reading skill. The several reports, written by teachers, show a variety of ways in which individual guidance of reading may be administered and how children of different ages have responded to the opportunity to progress at their own place.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Yearbook, 1958*. The Society, 1958. Pts. I, II, III. \$4.00. ea.

Pt. I, *Basic Concepts in Music Education*.

Challenging statements of the role of music education in the American society. Chapters are included in such areas as philosophy of music education, sociological aspects of music in the schools and in America today, aesthetics, music learning, music in general education, "functional" music and curriculum construction and evaluation. A valuable source and reference work for graduate courses in music education, and of interest to all concerned with music in American public school systems.

Pt. II, *Education for the Gifted*.

The NSSE Committee on Education of the Gifted discuss the problems of providing extra opportunities in a curriculum adapted to the capacities of gifted children, with the expectation that this report will stimulate further advances in improvement of educational opportunities for the superior student in all types of educational institutions.

### Pt. III, *The Integration of Educational Experience*.

Eleven educational authorities discuss the nature of integration, the organization of the curriculum and extraclass activities as a means of integration, and the characteristics of integration on the elementary, secondary and college level.

RUMMEL, J. FRANCIS. *An Introduction to Research Procedures in Education*. Harper, 1958. 413p. \$5.50.

This book, written as a basic text for a course in research procedures, is intended for use in the graduate department of institutions of higher education and is specifically directed toward the researcher in education, providing him with the basic considerations in research methodology.

VENABLE, TOM C. *Patterns in Secondary School Curriculum*. Harper, 1958. 236p. \$3.00.

This little book is primarily a syllabus designed to introduce the reader to further study. A large portion of the latter half of the book is devoted to trends in each subject. It serves as a good overview of the secondary curriculum and its improvement especially for the busy general reader.

## Health and Physical Education

VOLTMER, EDWARD F. AND A. ESSLINGER. *The Organization and Administration of Physical Education*. 3d ed. Appleton, 1958. 558p. \$5.00.

The results of research projects, job analyses and experience have been incorporated in this third edition to make this an up to date and practical book, written to answer the questions and solve the problems encountered by the teacher of health and physical education and to serve as a basis of class discussions.

## Literature

THE ATLANTIC MONTHLY (PERIODICAL). *Atlantic Essays*; Ed. by Samuel Bogarad and C. B. Graham. Heath, 1958. 463p. \$4.50.

Forty selections from the *Atlantic*, selected particularly for use with college freshmen. The selections are good, timely, and the standard of writing is up to the high standards of the *Atlantic*. There is a thumbnail sketch of each author, and questions that may prove helpful. Selections are well classified.

BARR, STRINGFELLOW. *Purely Academic*. Simon, 1957. 304p. \$3.95.

In Mr. Barr's first novel he has written a delightful and accurate account of life on a college campus. It is a sparkling tale of the foibles and foolery which often lie behind the stern and dignified facade of university life. It deals with feuds among the faculty and faculty wives; between faculty and administration; salary promotions and the election of a new president. The story is good humored and the criticism though stinging, is neither too exaggerated or unfair.

BAUGH, ALBERT CROLL. *A History of the English Language*. 2d ed. Appleton, 1957. 506p. \$5.50.

This classic text has not been fundamentally altered from its earlier form, but some points have been more fully documented and the results or some more recent scholarship have been incorporated. The treatment of American dialects has been clarified and considerably expanded.

BRISTOL, LEE HASTINGS. *Seed for a Song*. Little, 1958. 244p. \$3.75.

This is the life story of Robert Nelson Spencer, who was for many years Bishop of the Episcopal Diocese of Western Missouri. It is written with understanding, and succeeds in bringing to the reader some measure of appreciation of the man. It becomes more interesting the further you read.

CLARK, JOHN WILLIAMS. *Early English*. Essential Bks., 1957. 176p. \$3.75.

This is both a readable and dependable introduction to the study of Old and Middle English. It deals with the dialects, with sounds, spelling, vocabulary, and even the punctuation of the written language. It also connects the language with the life of the times.

FADIMAN, CLIFTON. *Fantasia Mathematica*. Simon, 1958. 298p. \$4.95.

A delightful collection of stories and odd bits of writing all having to do with mathematics.

LYDENBERG, HARRY MILLER, ED. *Crossing the Line: Tales of the Ceremony During 4 centuries*. N. Y. Public Library, 1957. 239p. \$5.00.

A brief introduction is here followed by an amazing collection of documents reporting ship-board celebrations of the crossing of the Equator, from 1529 to 1953. Appendixes deal with crossings by air and land as well as with other related subjects. This is an excellent reference book.

## Music

BLEY, EDGAR S. *The Best Singing Games for Children of All Ages*. Sterling, 1957. 96p. \$2.95.

This book represents a challenge to the basic principles of music education. The author derides the "diet of insipid music" to which children have been subjected for years, yet the selections contained in his work are no great shakes either. The text is slanted archly in the direction of the progressivists.

CARDUS, NEVILLE, ED. *Kathleen Ferrier: A Memoir*. Putnam, 1955. 125p. \$3.00.

This is the first book to be published about the late renowned English contralto singer, Kathleen Ferrier. It combines the quality of biography with the penetrating personal reminiscences of several of today's great musical personalities. Described by its title as a memoir, it is assuredly all of that, and besides, a tribute to one of the finest talents of our time.

CARDUS, NEVILLE. *Talking of Music*. Macmillan, 1957. 320p. \$3.50.

Mr. Cardus discusses a number of musical subjects in an easy conversational style. He also does some reminiscing and paints some fine character sketches of composers past and present. The book makes enjoyable reading for even the novice music lover.

COLEMAN, SATIS NARRONA. *Singing Time Growing Up*. J. Day, 1958. 32p. \$2.75.

This volume carries the "Singing Time" series as far as grade four. The material presented is, in no way, extraordinary. All of the songs are compositions of the author and are simple and eminently singable.

FARMER, HENRY GEORGE. *Music Making in the Olden Days*. C. F. Peters, 1950. 122p. \$5.00.

This book is a scholarly resume of a concert series—a series not significant for any special merit of achievement, but nonetheless an old, well established community activity. The experiences of the Aberdeen citizenry in making a success of their town's music establishment is a tribute to Scotch industry and an inspiration to the reader.

GRUN, BERNARD. *Prince of Vienna*. Putnam, 1955. 224p. \$3.75.

The life of Oscar Straus as a composer of light opera and operetta is thoroughly covered. This is a help to musicians who wish to follow the flow of politics, music, life, and war in the Austrian provinces from 1870 to the present.

KENT, WILLYS PECK. *A Book of Descants*. Vantage, 1958. 94p. \$3.00.

Mr. Kent's Descant collection achieves a pleasing variety of material for the upper elementary and junior high grades. There are a number of familiar pieces interspersed with some real rarities. The format is entirely lithographed manuscript which, at times, is somewhat difficult to read.

KOLODIN, IRVING, ED. *The Composer As Listener*. Horizon, 1958. 300p. \$5.75.

A collection of the writings of composers ranging from diary entries and letters to full articles, this book should fascinate and instruct anyone interested in composers as people, expressing their ideas, opinions, and biases, sprinkled with a little gossip.

McKINNEY, HOWARD DECKER. *Music in History*. 2d ed. American Bk., 1957. 799p. \$6.50.

Once again from the hands of McKinney



and Anderson we are presented with an excellent adventure in historical writing. *MUSIC IN HISTORY* gives a panoramic view of the great traditions of the art down through the centuries. The appendix contains a list of recordings and a concise selective bibliography.

MANTON, JO. *A Portrait of Bach. Abelard-Schuman*, 1957. 176p. \$2.75.

Another biography of Bach for "older boys and girls" is hardly needed, particularly in view of the fact that when the student has attained the degree of reading skill required to negotiate Miss Manton's book, he would do better to study Mr. Paul Hindemith's essay on the subject. He will be delighted to discover that the latter consistently stays closer to fact than to fiction.

MEYER, HAZEL. *The Gold in Tin Pan Alley*. Lippincott, 1958. 258p. \$3.95.

Hazel Meyer has written in this volume about the more commercial aspects of the art. The style is simple and appealing. If one is occasionally appalled by some of the money making maneuvers of the music "business." This reviewer feels that it was the author's intention to create just that impression.

MILAM, LENA B. *Learning Music*. Steck, 1957. 96p. \$.64.

As a beginning manual for elements of music, this work-text is of extraordinary value. There is here an economy of material and a clarity of presentation too often lacking.

MILAM, LENA B. *Mastering Music*. Steck, 1957. 128p. \$.88.

The title of Miss Milam's work is misleading. Generally speaking, this is a manual of the rudiments of music. Following some tabloid explanations of the significance of tones, meter, scales, intervals, and chords, there are sections covering every facet of the art from form and literature to interpretation. The manual suffers from the usual malady of trying to pack too much material into too little space.

NETTEL, REGINALD. *Great Moments in Music*. Roy, 1958. 127p. \$2.50.

Occasionally books of this type appear in which isolated episodes of music history

are sketched for the general public, but most of them have contained exaggerations or run afoul of the facts. Reginald Nettel's book happily avoid some of the shortcomings of the popularizers.

NETTL, PAUL. *Mozart and Masonry*. Philosophical, 1957. 150p. \$4.75.

It is stimulating to see musicologists attempt to bridge the gap between one aspect of society and art (in this case, freemasonry), particularly when they do it as successfully as Professor Nettel has in his current volume. Freemasonry, since its institution, has had a profound influence on music, and it is the aspect of Mozart's connection with the Viennese lodge "zur wohltätigkeit" which is treated so skillfully here.

*Saturday Review Home Book of Recorded Music and Sound Reproduction*; by E. Canby and others. 2d ed. Prentice-Hall, 1956. 339p. \$4.95.

The editors of this book have provided both music lovers and high-fidelity enthusiasts with an interesting compendium of facts and suggestions dealing with every conceivable aspect of recorded entertainment. The prose presentation is reinforced by illustrative diagrams.

SHEEAN, VINCENT. *First and Last Love*. Random, 1956. 305p. \$4.75.

Of all the writings of this prolific author, the present work is unique in its illuminating detail of music and musicians which Mr. Sheean knew and loved so well. The presentation is lucid and gripping. The book is not slight but one has the impression of brevity—a commendable impression withal.

STANLEY, DOUGLAS. *Your Voice: Applied Science of Vocal Art*. 3d ed. Pitman, 1957. 374p. \$7.50.

There is much to be said for a volume which painstakingly delves into the scientific basis of voice production. Several such works are presently accessible in English, but this is the most exhaustive. The teacher and the student, alike, will find much interesting material in Dr. Stanley's book.



TALLMADGE, WILLIAM H. *Sing Trouble Away*. Teachers Lib., Inc., 1957. 49p. \$3.95.

This melange might be described as a psychological song book. There are selections to express every emotion and if the text is followed to the letter, your classroom should be in utter chaos after the first ten minutes of the hour.

THURSTON, FREDERICK J. *Clarinet Technique*. Oxford, 1956. 98p. \$3.25.

This small volume is a valuable addition to the current Oxford wind technique series. Appendices cover the problems of purchase and care of the instrument, choice of mouthpiece and reed, and selection of suitable literature. A list of several hundred works is given under this last heading.

WHITTLESEY, FEDERAL LEE. *A Comprehensive Program of Church Music*. Westminster, 1957. 215p. \$3.95.

Part One deals comprehensively with chairs; Part Two deals equally comprehensively with music in worship. Several musical services outlined. A wealth of carefully selected references. Excellent ideas compactly and forcefully stated. Few books are a "must" for the church musician. This one is.

YOUNG, PERCY MARSHALL. *Instrumental Music*. Roy, 1958. 68p. \$2.75.

Mr. Young's book is yet another contribution to a growing list of titles designed for high school students on various aspects of musical art. The publishers are to be commended for continuing a series which has had splendid success so far. The present work maintains the high standards set in foregoing volumes.

YOUNG, PERCY MARSHALL. *The Story of Song*. Roy, 1958. 72p. \$2.75.

THE STORY OF SONG is a companion book of the one on INSTRUMENTAL MUSIC by Mr. Young. It carries the history of vocal music from Eastern antiquity down to the present generation of songwriters, also touching, at several points, on the role and significance of folk song in past and present periods.

## Philosophy and Religion

GATLAND, KENNETH WILLIAM. *The Inhabited Universe*. McKay, 1958. 182p. \$3.95.

A highly speculative treatment for the adult reader of the origin, evolution, and future of all life and of the universe itself.

KIMPEL, BENJAMIN FRANKLIN. *Language and Religion. Philosophical*, 1957. 153p. \$3.75.

This book purports to be "a semantic analysis of the linguistic vehicle by means of which religious interpretations of reality are affirmed and reflected upon." It is based on a series of lectures given in the Graduate School of Drew University. It is highly abstruse.

STEWART, RANDALL. *American Literature and Christian Doctrine*. La. State U. Pr., 1958. 154p. \$3.50.

Dr. Stewart, in this book, deals with writers both past and present, and their beliefs as expressed in published and personal writings. Some of the writers dealt with are Emerson and Whitman as optimists; Hawthorne, Melville and James and the orthodox views. Christian commitment is given in Eliot, Tate, Warren and Faulkner.

## Reference

ANDERSON, SYLVIA F. AND JACOB KORG. *Westward to Oregon*. Heath, 1958. 112p. \$1.25.

An excellent selection of sources, but does not a "handy package" of this sort defeat the purpose of "college research papers?" However, at the end there is a section giving suggestions for further reading and library work.

EVANS, BERGEN. *A Dictionary of Contemporary American Usage*. Random, 1957. 567p. \$5.95.

An easy to use guide arranged alphabetically, giving distinctions between similar words, and explaining various shades of meaning by discussions and examples. It serves as a guide to good English usage, both British and American, but emphasizes

American usage. Settles points of grammar, discusses parts of speech. The user may answer his question by one quick reference or go more deeply into the subject by following through all the cross references.

EVERS, ALF. *Selective Service: A Guide to the Draft*. Lippincott, 1957. 191p. \$2.95.

An authoritative handbook which gives teenagers coming up for the draft the information they need to know about it to be informed. It answers the questions they have been asking about selective service, registration, mental and physical exams, reserves, etc.

KANNIK, PREBEN. *The Flag Book*. Barrow, 1957. 196p. \$3.50.

Over 800 official present-day flags are presented here in color, with descriptions and many times their histories. One section is a glossary and another the proper display of the United States flag. An excellent little book at a popular price.

LOVEJOY, CLARENCE EARLE AND T. S. JONES. *College Scholarship Guide*. Simon, 1957. 123p. \$3.95.

An alphabetical listing of scholarships, fellowships, and loan funds with subject index. In addition there are several short chapters discussing what scholarships are, the College Scholarship Service, and certain large sources of scholarships. Because scholarships are constantly changing this GUIDE is to be revised frequently. In the meanwhile it is kept up to date by the monthly publication, LOVEJOY'S COLLEGE GUIDANCE DIGEST.

WEIDEMAN, HUGH. *The Rapid Fact Finder*. Crowell, 1958. 495p. \$4.95.

Arranged alphabetically under over two hundred categories, this handbook is full of easy to find facts on all sorts of subjects. It will make a good book for quick reference.

## Science and Mathematics

ADLER, IRVING. *The Sun and Its Family*. J. Day, 1958. 128p. \$3.00.

Features line sketches and helpful analogy in describing the solar system. Students will appreciate the author's introduction of the facts which have compelled men to revise their ideas of the universe. Will appeal to thinking young people and their teachers.

ASIMOV, ISAAC. *Building Block of the Universe*. Abelard-Schuman, 1957. 256p. \$3.00.

Presents factual prose descriptions of the elements and some of their important compounds. Of interest and of considerable value to the boy or girl interested in chemistry.

BATES, DAVID ROBERTS, ED. *The Earth and Its Atmosphere*. Basic Bks., 1958. 324p. \$6.00.

A symposium by 15 geophysical scientists on topics ranging from the age of the earth to the genesis of life on it. Appropriate reading as background to forthcoming results of the International Geophysical Year.

BRANLEY, FRANKLYN M. *Solar Energy*. Crowell, 1957. 117p. \$2.75.

Solar energy promises us controlled heat, fresh water from the sea, abundant food from algae, and electricity. This book provides details enough to stir the imagination of the early teenager. The author, by carefully worded text and clear diagrams, calls attention to research underway in trapping more of the sun's energy, and lays the foundation for thoughtful and creative youth to take over.

BUCKINGHAM, HAROLD AND E. M. PRICE. *Principles of Electrical Measurement*. Philosophical, 1957. 600p. \$15.00.

Comprehensive treatment of the theory of electrical measurements. Would make a useful reference for students in an intermediate measurements laboratory. Line figures are both clear and very helpful.

DICK, WILLIAM E. *Atomic Energy in Agriculture*. Philosophical, 1957. 150p. \$6.00.

Readable interpretation of the use of radioisotopes in such fields as mutation, tracer research, pesticide research, and food preservation.

EDDINGTON, SIR ARTHUR STANLEY. *The Nature of the Physical World*. U. of Mich. Pr., 1958. 361p. \$1.95.

Paperback edition of a brilliant and challenging work in the philosophy of science. One of a series of Ann Arbor Paperbacks.

GODSHALL, FRANCES R. *Nutrition in the Elementary School*. Harper, 1958. 112p. \$2.75.

This book is the professional treatment of the principles of nutrition for young children. It contains chapters pertaining to proteins, vitamins, minerals, and other elements. One very good chapter is concerned with developing desirable food habits in children. This book would be very valuable to the elementary teacher as it gives interesting ways to present nutrition to children.

MARSHACK, ALEXANDER. *The World in Space*. Nelson, 1958. 176p. \$4.95.

A carefully written and well-illustrated story of the International Geophysical Year for secondary school students. Appropriate for library purchase. Particularly commendable is the author's talent for interesting youth, teaching the appropriate science principle, and showing the practical consequences of the sought-for information.

NEAL, HARRY EDWARD. *The Telescope*. Messner, 1958. 192p. \$3.50.

A skillfully written history of the development of the telescope. Considers both the professional and the amateur instruments. Written for budding scientists in the secondary school. Helpful bibliography.

SUGG, REDDING. *Nuclear Energy in the South*. La. State U. Pr., 1957. 151p. \$3.50.

Well-written document stressing the potential uses of nuclear energy for the South and the need for developing manpower and facilities for realizing the benefits of the atomic age.

YOST, EDNA. *Modern American Engineers*. rev. ed. Lippincott, 1958. 182p. \$3.00.

Through brief biographical sketches of a dozen contemporary engineers, the author brings to advanced high school youth the

range of engineering opportunity, the human qualities of eminently successful men, and insights into the nature of continued professional training. A promising book for use in career guidance.

## Social Science

BECKER, CARL LOTUS. *The Declaration of Independence*. Vintage, 1958. 286p. \$1.25.

The present volume is a reprint of one of the classics in American history. Vintage Press has performed a real service by making this work available in a paperback edition.

BROGAN, DENIS WILLIAM. *The French Nation: From Napoleon to Pétain, 1814-1940*. Harper, 1957. 328p. \$4.50.

A century and a quarter of French history (1814-1940) brilliantly presented by a Scotsman who understands France as few Frenchmen do. A wealth of detail is illuminated by the keen imagination and flashing wit for which Brogan is famous. Readers may discover some disconcerting parallels with contemporary America. A book worth reading and re-reading.

BUTLER, EVELYN I. AND G. A. DALE. *Alaska*. Viking, 1957. 159p. \$3.50.

An exceptionally fine reader for the social studies. The text and photographs are excellent. The authors are writing of what they have seen and experienced.

COY, HAROLD. *The Americans*. Little, 1958. 328p. \$4.50.

"A story about people, democracy, free schools, ice cream, airplanes, social security, penicillin, atomic energy and all the things that make our nation great." so reads the descriptive subtitle on the dust jacket of this book for school readers. In a light style and with appropriate illustrations, the story of American development is traced in personal terms. A good library reference.

DAVIDSON, ROBERT L. D. *War Comes to Quaker Pennsylvania, 1682-1756*. Columbia U. Pr., 1957. 245p. \$5.00.

The Quakers' love of peace is proverbial. This careful study traces the downfall of the greatest Quaker experiment in peaceful living: the colony of Pennsylvania. It is a first rate study of the interaction of politics and military affairs.

FLEMING, BERRY, COMP. *Autobiography of a Colony*. U. of Ga. Pr., 1957. 216p. \$4.00.

Of great use to genealogists and those interested in local history, this volume is a chronological listing of excerpts from original records dealing with Augusta, Georgia. The appendices give the names of landowners and inhabitants of the area, 1733-1783.

GARELICK, MAY. *Manhattan Island*. Crowell, 1957. 53p. \$2.75.

A brief survey of the high points of life in New York City. Aimed to build appreciation of that locale, it is written in a friendly, informal style—for all ages. Recommended.

GREEN, IVAH. *Water: Our Most Valuable Natural Resource*. Coward-McCann, 1958. 96p. \$3.50.

A survey, in words and pictures, of water resources, their use, misuse, and conservation. An excellent source for conservation units in school.

GREENE, WELCOME ARNOLD. *Journals, Vol. 2: Journeys in the South, 1822-1824*. State Historical Society of Wis., 1957. 285p. \$5.00.

A beautifully edited journal that tells of travels up the Mississippi and Cumberland Rivers. Excellent for college libraries.

GROSS, FELIKS, *The Seizure of Political Power*. Philosophical, 1958. 298p. \$6.00.

An erudite study of the ways in which political revolutions occur. Using the upheavals in Russia, 1825-1956, as a model, Gross attempts to explain scientifically the pattern of actions and the major types of revolutions.

HAMILTON, ALEXANDER. *The Mind of Alexander Hamilton*, Ed. by S. K. Padover. Harper, 1958. 461p. \$6.50.

A carefully-selected, well-edited collection of Hamilton's public and private writings. The volume is enhanced by an excellent introduction which traces Mr. Hamilton's public career. Teachers of history and political science will find this a book of great value.

HANDLIN, OSCAR. *Al Smith and His America*. Little, 1958. 207p. \$3.50.

This is a worthy addition to the now extended list in the "Library of American Biography." In a study heavily political and intercultural in orientation the author has produced a highly interesting and insightful look into the life of the Happy Warrior.

HOGNER, DOROTHY CHILDS. *Conservation in America*. Lippincott, 1958. 240p. \$3.95.

A popular account of the history of conservation and the work of conservational agencies, with heavy reliance on concrete illustrations of destruction and conservation.

KIMMEL, STANLEY PRESTON. *Mr. Lincoln's Washington*. Coward-McCann, 1957. 224p. \$7.50.

A contemporary collection of photographs and sketches of the Washington, D. C. area and culture during the Lincoln Administration. The illustrative material is well selected and the accompanying text useful. A nice addition for the library of the school or home.

LINCOLN, ABRAHAM. *Speeches and Letters, 1832-1865*; Introd. by Paul M. Angle. Dutton, 1957. 300p. \$1.85.

Here is the Everyman's Library edition of Lincoln's writings. The introduction is brief but adequate. Lincoln's prose needs little commentary, it is captivating.

MCCARDELL, LEE. *Ill-Starred General: Braddock of the Coldstream Guards*. U. of Pittsburgh Pr., 1958. 335p. \$6.00.

We know Edward Braddock as the ill-fated British officer who perished in a disastrous battle near Pittsburgh in 1755. This is a full scale biography based on rich manuscript sources and should be well received by devotees of colonial military history.



MILLER, WILLIAM D. *Memphis During the Progressive Era, 1900-1917*. American History Research Center, 1957. 242p. \$4.50.

Altogether an admirable volume of local history. The author effectively combines sound scholarship and an engaging style to produce a readable, useful book. The particular value stems from the insight provided into the course of progressivism in the South.

MONTGOMERY, HORACE. *Georgians in Profile*. U. of Ga. Pr., 1958. 387p. \$6.00.

This collection of historical essays, prepared in honor of Ellis Merton Coulter by a group of his former students, examines the careers of some fifteen personalities prominent in the history of Georgia. These essays all, at once, a tribute to an esteemed historian and a valuable addition to Southern history.

MOONEY, CHASE C. *Slavery in Tennessee*. Ind. U. Pr., 1957. 250p. \$4.50.

A valuable contribution to the history of the Old South, for now in one more state we have the institution of slavery carefully studied by an able historian. The book is well written, and it is a substantial contribution to scholarship.

PLACE, MARIAN TEMPLETON. *Gifford Pinchot: The Man Who Saved the Forests*. Messner, 1957. 192p. \$2.95.

A fast moving biography of the Nation's first professional forester. Just the book for the young would-be forester.

SHANNON, FRED ALBERT. *American Farmers' Movements*. Van Nostrand, 1957. 191p. \$1.25.

One of the Anvil paper-back series prepared by one of America's leading agricultural historians. In some 90 pages Professor Shannon has written an excellent brief account of farmers' movements through the entirety of American history. The second half of the volume consists of a well-selected group of 25 documents.

SMITH, ELBERT BENJAMIN. *Magnificent Missourian: The Life of Thomas*

*Hart Benton*. Lippincott, 1957. 351p. \$6.00.

A well-written scholarly biography of Thomas Hart Benton, one of the important figures in nineteenth century American history. The book is significant, and the author deserves praise for the quality of his work.

SNYDER, LOUIS L. *The First Book of World War II*. Watts, 1958. 94p. \$1.95.

World War II is here presented in text and photographs. The story is so simply told that this can be used in upper elementary grades, and so well told that it is useful as a supplemental reading in college. Excellent.

STRAYER, MARTHA. *The D.A.R., an Informal History*. Public Affairs Pr., 1958. 262p. \$3.75.

This account by a newspaper woman long familiar with D.A.R. affairs is reportorial rather than definitive. In interesting fashion the author deals with activities in such areas as genealogy, education, the U. N., national defense, and communism.

WORTLEY, BEN ATKINSON. *The United Nations: The First Ten Years*. Oceana Pub., 1957. 214p. \$5.00.

This book consists of a series of lectures delivered at England's University of Manchester in 1956 to mark the first decade of the U. N. Six lectures deal with each of the principle organs, five other lectures describe the work of certain of the specialized agencies. An able summary of the organization's first ten years.

WRIGHT, EDMOND. *Washington and the American Revolution*. Macmillan, 1957. 192p. \$2.50.

More than the title indicates, this brief biography encompasses the whole of Washington's life. This volume in the "Teach Yourself History" series is colorfully written by a well-known Scottish historian. It would make a useful addition to a school library.

YOUNG, ROLAND ARNOLD. *The American Congress*. Harper, 1958. 333p. \$4.50.

A study of the legislative process particularly as related to the role of Congress in the formulation of policy. A vigorous book that will be of considerable value to students of political science.

### Text

BRIAULT, ERIC WILLIAM HENRY. *An Introduction to Advanced Geography*. Longmans, 1957. 481p. \$5.50.

A text written for British colleges, it depends heavily on parallel readings. More condensed than the usual American text in topical geography.

CHANDLER, EDNA. *Cowboy Sam and Miss Lily*. Beckley-Cardy, 1958. 61p. \$1.40.

This primer level supplemental reader is well illustrated and the vocabulary is carefully controlled. The story and pictures will be of interest to pre-school children.

DERMAN, SARAH. *Surprise Egg*. Beckley-Cardy, 1958. 48p. \$1.36.

A pre-primer supplemental reader, this is attractively illustrated in color. It has some interest for 3- or 4-year-old children. Of the total vocabulary of 72 words, about half are of pre-primer level and should be familiar to most children who have read any good primer.

MCCALL, EDITH S. *Buttons and the Boy Scouts*. Beckley-Cardy, 1958. 96p. \$1.68.

This is an interesting supplementary reader for second grade. The story has interest for children a year or two above and below its reading level. The vocabulary is controlled.

NORTEN, HENRY THEODORE. *Introductory Plant Science*. Ronald, 1958. 718p. \$6.75.

An excellent textbook of botany. It is splendidly written, adequately illustrated and completely indexed. Especially good features are the numerous descriptions of experiments and how to do them, such as paper chromatography, and the pronouncing glossary.

SAVELLE, MAX. *A Short History of American Civilization*. Dryden, 1957. 665p. \$6.75.

A recent textbook designed for college undergraduates. It is a well-written volume with a broad-gauge, cultural approach. In addition, it represents an excellent job of book-making.

THOMAS, CHARLES KENNETH. *Introduction to the Phonetics of American English*. 2d ed. Ronald, 1958. 273p. \$4.50.

This second edition of a standard text on the sounds of American speech is a clear exposition of the subject. It is provided with student exercises and an extensive bibliography. The last chapters distinguish and transcribe some of the varieties of regional pronunciation.

### List

BILLETT, ROY OWEN AND OTHERS. *Growing Up*. 2d ed. Heath, 1958. 454p. \$4.00.

CARROLL, FRANKLIN B. AND OTHERS. *Science in the Universe*. Winston, 1958. 479p. \$4.32.

CURTIS, FRANCIS D. AND G. G. MALLINSON. *Biology*. Ginn, 1958. 704p. \$4.96.

CURTIS, FRANCIS D. AND G. G. MALLINSON. *Science in Daily Life*. New ed. Ginn, 1958. 579p. \$4.48.

HART, WALTER WILSON AND OTHERS. *Mathematics in Daily Use*, Teacher's Manual. 3d ed. Heath, 1958. \$3.20.

LANDIS, PAUL H. AND J. LANDIS. *Social Living*. 3d ed. Ginn, 1958. 452p. \$4.40.

*Learning to Use Arithmetic*: Books 3-6, Teachers' Ed. Books 3-6, Workbooks 3-6. Heath, 1958. \$2.52, ea.

MOORE, CLYDE B. AND OTHERS. *Building Our America*. rev. ed. Scribner, 1958. 467p. \$3.28.

PELONE, ANTHONY J. *Helping the Visually Handicapped Child in a Regular Class*. Teachers Coll., 1957. 99p. \$1.55. (TC Series in Special Education).

STERLING, EDNA L. AND OTHERS. *English in Our Language, Grade 2*. Heath, 1958. 150p. \$1.96.

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# PEABODY JOURNAL OF EDUCATION

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VOLUME 36

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## *Editorial*

### Norman Frost, Puritan

Norman Frost was born into the Brotherhood of Puritans. He married into the Scotch Irish variety of the Cavaliers and has lived a considerable part of his life among them. So his native negatives have been softened some and his corners rounded a bit. But at times there is still about him the chill of immaculate New England snow and at times his voice is reminiscent of the winter winds sighing in the pine trees at Provincetown. He is of the ninth generation directly descended from Edmund Frost who reached the Massachusetts Bay Colony in 1635, and of the tenth generation from the Mayflower's youngest passenger, named Edward Fuller. The ancestors moved westward by slow steps and in due time Norman Frost was born in Oberlin, Ohio, happily and prophetically on Professor Street. When the son was five years old, the father, William Goodell Frost, was elected President of Berea College in Kentucky. So the boy grew to young manhood amid the evolving culture of the Kentucky mountains.

The Puritans always expected the best or the worst. There were only two directions in the Berea of those days, definitely forward, or back and out. It is of record that almost all of the students elected the former option. In this atmosphere, Norman Frost remained until he had completed one year of college work (unmistakably of the forward quality since even a bonus was required by the President of his son). He studied two years at Bates College in Maine, and then one at Oberlin, which awarded him the Bachelors in 1909. Ensued three years in the

Minnesota public schools, one year in Washington with the Bureau of Education, three years in the schools of Vermont.

In 1917 he joined Peabody College as Professor of Rural Education. And somehow the names Peabody and Frost seem to bear a fitness. The move was not only felicitous professionally, but yielded him a wife (Anna Cooper, whose lineage in Nashville bears the same relative maturity as his in New England), a son, and a daughter.

Norman Frost has won national prestige in the field of the rural schools. For a long generation he was their prophet and their philosopher, their oracle and their deviser of plans; and from their platforms his voice has sounded with conviction and convincingness.

Forty years is a long time to serve a college, long enough for roots to strike deep and influences to spread far. Norman Frost is an important chapter in the Peabody story. His field was that of the rural schools, but they set no limits to his service to Peabody. Among other assignments he edited for four years the Peabody Journal of Education. He has taken on Southern flavor, and Southern ways, but he still doesn't like witches.

# Progressive Education with a Capital "P"

MARIANN MARSHALL  
Francis Parker School  
Chicago

Progressive education was one of the most inadequately tested experiments ever to be foisted on segments of the American public. From the start, much of it was unrealistic and impractical. Many of the methods branded Progressive were the untried theories of college professors. These theories were initiated in schools where classes seldom exceeded twenty children. Progressive education was never suited to the average public school.

Progressive theory appealed to many teachers because of its novelty. It freed the teacher of much responsibility and disciplinary action. It made education somewhat more glamorous because it was widely publicized. Large numbers of teachers, though not fully convinced, went along with the idea because to do otherwise would brand them as old-fashioned, staid, unprogressive. Many of the teachers were poorly trained in its philosophy and methods. They put it on like a cloak and promptly forgot what lay beneath it.

The Progressive movement attracted some bright and personable leaders who were convincing evangelists. Also, for some, there were good cash returns that were worth trying for.

I was first introduced to Progressive education as a student in teacher training. At the same time I had an assistanceship in a laboratory school affiliated with one of the state universities. This apprenticeship was followed by teaching experience in both public and private progressive schools plus several years as a school psychologist.

Children in these schools expressed themselves freely in all medias. They talked unrestrainedly, painted impulsively, drove nails with abandon, dramatized endlessly.

Self expression with a maximum of teacher approval and a minimum

of guidance was accepted procedure. Self expression was far more important than self control. Fun and play were upgraded over learning and improving.

Children might spend days constructing an igloo of building blocks and wrapping paper and days more pretending they were Eskimos. This was to help them understand how Eskimos lived and felt, but sometimes the desired results were not fully achieved. I remember a group of third graders who built a kiva. They wore bands around their heads, which made them Pueblo Indians. They spent many happy hours in the kiva. The teacher was pleased and the principal lauded her inspirational guidance.

The boys in the group told me, several years later, how much they'd enjoyed that kiva. "We pretended it was a submarine," they said. "We were supposed to be some guys in a comic strip."

Progressive educators felt that the ideas for what should be taught ought to come from the children. Usually the idea for a unit would come from one or two children which made it even less democratic than if it had come from the teacher. At least she, we assume, had a better over-all knowledge of what was appropriate for a given age group. There were also the teachers who asked, "What shall we do today?" And the results were much the same. Instead of teacher domination there was child domination.

Spelling lists were apt to come from material written by the children and were largely individualistic. So, if a child used simple words, spelling remained an easy task. The child built his own horizons.

Arithmetic was supposed to be functional. No roofing or cords of wood to ponder upon; instead, school checking accounts came into common use. Teachers spent hours helping children balance check books and finally did it themselves. Checks were usually made out for something under a dollar and signed "Susie B." or just "Buddy." But it was a good way for a child to add to his allowance and they enjoyed buying pencils, pretty pink erasers and plastic rulers—even if they didn't need them.

Reading was basically a series of charts. Excursions being a sure, sure sign of progressivism, there were many. And when the children returned to the classroom they jointly dictated a story to the teacher who wrote in nice round manuscript:



We went to the bakery.  
We saw big ovens.  
A machine mixed the dough.  
We saw a lady putting nuts on schnecken.  
We tasted molasses cookies and ginger snaps.  
The man who took us around was Mr. Tomlinson.  
We had a good time.

The children learned to read the chart by memorizing the shapes of the words. The fact that there was no gradual development of words and sounds was thought to be of little importance. Nor did anyone seem too perturbed because certain of the words might be of little practical use to the children since they would seldom come upon them in later reading.

Manuscript writing was begun in first grade and was accepted all through school. Not much thought had been given to the fact that manuscript signatures would not be accepted by banks or on most legal documents. Nor did anyone think that children might be embarrassed if they never learned to write like grown-ups.

Grammar was taught as needed and so followed no logical development. Drill was taboo. So many fundamentals of grammar, arithmetic and spelling had to be sacrificed.

Dramatic play was all important. Children built stores, banks, hospitals, garages and pretended. Later they tried to pretend they could read and spell and do long division, but somehow such skills require more than imagination.

The teacher, bless her, was a good companion, rather than a disciplinarian. She was smiley and chummy and had one emotion; serenity. She was never to be angry, sarcastic, impatient, critical. She stood by quietly while little ones fought each other, or she unobtrusively redirected interests. She answered all questions at all times and let children interrupt whenever they felt the urge. She sat on the floor with them to tell stories. If they were impertinent or ill-mannered she treated the situation mildly or let it pass. If children were noisy she knew it was because her presentation lacked drama and novelty. She must keep the children happy and amused and address them by their nicknames.

Teachers of somewhat older children considered it a sign of de-

generacy if desks were placed in rows one behind the other. Somehow the possibility that a child might have to look at the back of the head of another child seemed monstrous. The hollow square was *the* formation. Desks which were fastened to the floor were considered barbarous. Children were permitted to sit on top of their desks if they felt so inclined or they might slide onto their spines or get up and walk around.

Regardless of what they did or didn't do, they were all promoted. Report cards were banished. Parents were sent letters of generalizations or overpowered with pedagogical jargon during conferences. What Johnny was doing in school was usually a well-kept secret. By the time he reached college, parents were frequently able to figure out what had been going on in preparatory years.

Tests and records were a large part of the Progressive tradition. All sorts of tests made their appearance. Some schools required the keeping of anecdotal records which kept teachers busy for hours and hours noting all the significant things that each child did. Psychological tests, achievement tests, attitude and aptitude tests, socio-grams, questionnaires, kept the pupil population equally busy.

The term "democratic procedure" was heard almost daily. Children elected class officers and spent hours making motions or nominating nine tenths of the class for each position to be filled. Like teachers, they went committee mad and met and met and met.

They were ill-mannered, noisy, poorly controlled, insecure individuals. They were supposed to figure out their own problems—make their own decisions. Parents, cowed by teachers and books on popular psychology, became all thumbs in the handling of children. They substituted popular theory for common sense.

Babies were left to "cry it out." Kissing was unhygienic, spanking was detrimental to the ego. Teenagers were very special people with peculiar quirks which were never to be criticized. Sex was everybody's subject and no information was to be withheld from the curious child. Parents and teachers who couldn't talk glibly and unemotionally about pregnancy, intercourse, homosexuality and masturbation were treated with restrained contempt.

Progressivism was an educational revolution. Off with the old; on with the new! Textbooks, drills, discipline, punishment, regimentation

were all evil because they were all traditional. Permissiveness was the hallmark of the Progressives. As in any upheaval, discretion and conservatism played little part. Seldom have teachers been able to break so completely with the past. Rarely have they been able to pooh-pooh parents' references to their own education. As Progressive educators they could point out that of course school isn't the way it was when you were there.

But, as in all upheavals, things eventually began to simmer down. With the passing of time, results of Progressive education could be seen in college graduates, young workers, a new generation of parents. Complaints began to come in from the graduates, their employees and the community at large. Teachers began to take stock of what had been and what should be. In brief, the pendulum began to change direction.

The pendulum has changed direction. The Progressive educator of one or two decades ago has either adjusted his practices or has become an unprogressive Progressive. But because one changes his practices does not necessarily imply that he has renounced his past in its entirety. It rather implies that he has experimented and as a result has become more highly selective.

I believe many of us who were once beating the drums for Progressive Education have now achieved a close harmony of progressive and traditional practices. We admit that desks may be placed in rows, children are not made unhappy by drill, grammar can be taught in logical sequence, courtesy does belong in the classroom, report cards can be used without devastating the child's ego. But in addition we do try to vary our methods of teaching, we are concerned about the welfare of the individual child, we do provide supplementary reading, we attempt to make drill meaningful.

The real danger at the moment is that in our national panic to avenge Sputnik, we may go all the way back to the pre-Progressive days, assuming that all of our present day problems exist because of Progressive education. Many of them, of course, have little if any relation to the schools. There have been other and far stronger influences in the life of the child—that vast chaos outside the school walls.

The point I wish to make is, briefly, that although there is much about Progressive education that I must condemn, we have in truth

learned much from the experiment. The old die-hards of Progressive permissiveness are today's unprogressive pedagogs. Our present philosophy has not yet been carefully defined, nor has it been labeled. I like to think that much of what is going on in education today is based upon experience and common sense. Wisdom dictates that we select the best from whatever sources and blend them to our own good use. Whether our practices stem from the traditional or the Progressive is of no great importance. Whether or not they make sense, achieve a purpose and result in good citizens should be our major concern.

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# Working Together for Troubled Children and Youth

**HARRISON ALLEN DOBBS**  
**Professor of Social Welfare**  
**Louisiana State University, and**  
**Member, Louisiana Youth Commission**

## INTRODUCTION

This article discusses the necessity of helping, with greater assurance, those boys and girls whose problems require specialized professional attention. Many are handicapped by the unsatisfactory ways in which they are obliged to grow and develop. Misdirection is frequent, even in our successful kind of society. What follows deals with a major cause of this sad plight: *namely, divisive effort*.

If a comprehensive study of the situation were made, an impressive number of boys and girls would be found who are denied all or part of that which is essential for keeping them physically, mentally, and emotionally fit. There would be uncovered, also, many who are denied what is required for their recovery after having been allowed to grow socially sick. Our ineptitude creates, individually and corporatively, irreparable losses of both a personal and social kind.

Public and voluntary programs of communities, states and nation which are concerned with the physical, mental, and emotional health of children must be better appreciated and extended. Greater civic awareness is needed of how the anticipated results often fall short. All of us are tied closely into this joint undertaking. Here is a responsibility that must be well handled. John Donne, early English poet, focuses up succinctly in his Seventeenth Devotion the insight and outlook that we ought to attain.

No man is an *Island*, entire of itself: every man is a piece of the *Continent*, a part of the main; if a *Clod* be washed away by the *Sea*, *Europe* is the less, as if a *Promontory* were, as well as if a *Manor* of thy friends or if thine *own* were: any man's *death* diminishes me, because I am involved in *Mankind*: and therefore never send to know for whom the *bell* tolls: it tolls for thee.

## I

### *Complex Living*

In some respects all that has been wrought in the long struggle for national success makes less uncertain today the growing and developing of American children. Notwithstanding, social data reveal that living in this country becomes increasingly intricate and unpredictable. In the face of rapid cultural changes the world over and new hurdles that beset them on all sides, the children and youth of the United States manage themselves relatively well.

However, more of them exact special attention and help than was formerly the case. Therefore, communities must act diligently and expertly to supply supplementary care and ameliorative measures. Fortunately, our predicament is more commonly examined and understood. Meaningful questions are raised regarding the surest methods to use for answering new and old problems. A larger number of persons and groups express concern about social lags; and greater willingness is shown to support service-giving agencies.

The writer wishes to avoid what the Prophet Jeremiah did with his pronouncements of evil and destruction. Feeling and thinking here coincide rather with that of the modern cleric who teaches that it is "better to light one candle than curse the darkness." This positive approach has real and lasting merit. It assures more than yielding to negatives. Nevertheless, it would be foolhardy to proceed as the proverbial ostrich which stuck its head in the sand and declared that nothing was wrong. *Let it be granted, intelligently and maturely, that we face an issue of tremendous import. Moreover, let it be boldly declared that intent, knowledge, and wealth are at hand to confront social problems satisfactorily.*

Four conditions that appear socially are named. These examples show, in different ways, how children and youth are being affected by new sociological and psychological situations. (1) The population of the United States increases at an accelerated rate. The presence of more individuals in all age groups decisively affects American living. (2) Urbanization, industrialism, militarism, and progress in transportation and communication influence constantly what occurs today in American families and communities. (3) New patterns for American

family life impressively emerge. These structural and functional changes have great individual and group significance. (4) As the direct result of citizen feeling and response, more secondary social institutions have been organized; and these mount in their effectiveness.

These four points just mentioned deserve careful thought. We live where the welfare of everyone counts. Steps to amend have already been taken. More improvement and further correction of what is now being badly or wastefully done can be expected and should be planned.

## II

### *Strength in Unity*

Social changes come quickly these days. More outside assistance for troubled persons is constantly sought. What is provided must be prompt and appropriate. Help must be afforded in the best possible fashion and continue as long as needed. Moreover, closely knit planning and action within and among communities are required if the social help that they offer is to suffice. Carelessness and callousness about human welfare are un-American. Therein rests a national threat, too influential to be by-passed.

How can this outside assistance assure best outcomes? At least four aspects should be noted. (1) Services must be given on an intelligent and economical basis. The demands for them are great, and the supply is small. None should be wasted by overlapping, overemphasis, cross purpose, bias, or slipshod performance. (2) The service that shall be used in each particular instance must be precisely determined. Involvements develop that increase rather than ease the child's trouble whenever a wrong plan is picked. (3) Help must be afforded by a team in most instances. Children's difficulties have multiple causation and facets. No single discipline has the final answer; and the waste of segmentalized handling is often apparent. This is especially so, when the plan tried denies troubled boys and girls that which only closely-knit help furnishes. (4) Whatever is well done is expensive; but in the long run, quality is basically economical. It is the only kind of assistance for troubled children and youth that pays high returns.

Classroom teachers, specialized school personnel, recreation leaders, doctors, nurses, judges, law enforcement officers, clergy, and social workers are key persons. Their connections with each other, and with

children who have disabling conditions and need different help than their parents offer, are consequential. The interpersonal relating of these diverse collaborators is a significant matter in a solitary and collective sense.

Help of a sought-out nature is less known than it should be; and it deserves comment. Professional social service is now mature enough to demonstrate how effective it is in baffling situations that hurt children, families, and community. Social work has a growing status and this is evidenced by the degree to which communities now use it. Its principles and practices are presently well formulated; and its competency increases. For example, social workers who belong to this new learned profession must now have two years of graduate study before they qualify for membership. They must be prepared to work effectively with parents, children, and communities where problems demand particularized social help and guidance. One of the major aims of the Schools of Social Work in Universities is to develop practitioners who have unusual ability for working with individuals and groups. Dynamic psychological and sociological concepts are studied and integrated. Each student is guided to acquire the feeling, understanding, and skills that give him or her the sensitivity and unique competency to offer social service in a professional way. The public has generally viewed financial relief as the only or chief tool of the social work profession. Nevertheless, while sustenance help has great urgency in some cases, financial assistance is only one of the treatment aids that social work provides. Social work makes today a meaningful contribution of many sorts where and when its special contribution is required and utilized.

Troubled children, or those facing difficulty, are so important to everyone's welfare that no stone should be left unturned in their behalf. Ours is an unusually exacting era in which to live and work; and fusion rather than fission of social help ought to be stressed for the sake of utility, economy, and best results. For many reasons, joint activity on the part of all the professions is more necessary than formerly. Nevertheless, this unity is commonly missing; or it is weak and unimpressive.

To discuss fully at this time the underlying causes of the lack of unity that many workers with children and youth reveal is not practical. However, its prevalence and significance can be reported, and its complicated nature envisioned. The following clues are illuminating:



1. Insecurity and timidity prevail to such degree that venturing forth intellectually in new directions on the part of professional workers is unconsciously resisted.
2. Scant knowledge regarding the dynamics of children's growth and development results in an unawareness and apathy about goals and methods; or it lets old paths satisfy.
3. Excessive duties and physical and emotional exhaustion curtail the expansion of viewpoints and obligations.
4. Discouragement that is due to thwarting, criticism, and indifferent response strengthens resistance to change and lengthens the pain it causes.
5. Dedication to and zeal for the high standards of one's own discipline complicate working closely with less developed professions and workers.
6. Routine, arbitrary procedure, and rigid organizational boundaries restrict the potential everyone has for reaching out.
7. Self-pride in one's own professional job and the status earned raises inner barriers against seeking outside assistance and counsel.
8. Crowded schedules for daily living leave little energy and time for more activities of any nature.
9. Failure to be sparked and not feeling the inner satisfaction of sharing hold one inert and static.

Disabling obstacles like these relate back, in large part, to one's own emotional immaturity. This is a personal mental hygiene problem about which something can be done that is definite, evident, and gainful. However, this psychological change cannot be suddenly realized; it must be brought about with patience and wisdom. Building this new psychological force in one's self is a possible feat just as one gets strength in his arm by exercising, regularly and for a long time, the right muscles.

We who serve children can ill afford to be restricted by our own emotions. Prejudices take over; unsatisfactory relationships arise; and our constructive activity becomes limited. Personality traits of this negative nature exact a price and wear us down professionally. We, personally, are deprived in this way of much that is to be had. On the other hand, society expects from us a bountiful return on its outlay; and immature behavior seldom pays satisfactory dividends. If work is done maturely together so as to aid profitably children and youth, we have full right to claim a "creditable seat with Procurers of Peace and

the Builders of Cities.” However, it is easy to fall short of this opportunity and distinction. The energy expenditure of many of us gets poorly mobilized and feverishly spent. “As a man thinketh in his heart, so is he” is an age-old adage. In this modern world, greater heed should be given this pithy injunction.

How we feel regarding ourselves and others determines, in great measure, the completeness and worthwhileness of the job we undertake. Helping children who are disadvantaged, one way or another, is not a simple process. That which is well done by us in their behalf must have enduring and meaningful characteristics. This calls for mature behavior on our part.

### III

#### *The Challenge*

Three word-pictures of troubled children and youths follow. These thumbnail sketches of incidences in actual lives portray the personal and group struggle that many boys and girls experience in growing up. Each stresses how essential it is for communities to provide integrated social services. Unless troubled persons like these are aided well, social waste and personal unhappiness result. The appropriateness and promptness of the service supplied will determine how much the help for them counts.

*Robert J.* is 12 years 8 months; has a so-called “above average” home; is in the 7th grade where he has a “perfect record” although he has increasingly frequent crying spells in the classroom and tends to withdraw from the other children, except on special occasions when he overtly attempts to buy their favor. Recently Robert was caught stealing money from a neighbor to whom he admitted many thefts continuing over a six-month period. This neighbor called the boy’s teacher not wishing to approach his mother directly. “She always seems such a busy cold person and I don’t want to lose her good will.” Boy lives with mother and wealthy grandmother. (Parents divorced when he was two). They appear to have provided him “everything” and give him much attention. The principal, to whom the teacher referred the matter, talked with mother on the telephone and advised her to seek counsel at once from the probation officer of the Juvenile Court. “The Court would surely know of a special boarding school where boys who steal can be accepted and possibly helped.”

*The Carpenter Family* has been known to the Family Court since 1950 because of complaints regarding the misconduct of both parents and chil-

dren. Mr. and Mrs. Carpenter were married in 1942 and have four children: John, born 1940 (paternity questioned). For nine years John and Dora were placed in a children's institution as dependents. Father deserted mother in 1951; parents were re-united in 1952 and re-established their home (furnished rooms) in middle sized city where father has continued to work satisfactorily as a bartender. John and Dora were dismissed from orphanage in 1953, John working as a truck-gardener's helper and Dora going to school, both living at home. Mary is a serious rheumatic fever case. Recently, mother is known to neglect her family and deserted for a period, taking Irene with her. She claims very poor health and says "she is sunk by too much work and worry." John has left family and stays in the home of man with whom he works. Although Dora gets excellent grades at school, school authorities strongly complain to the Court (February, 1956) that she is increasingly bold and uncooperative. They wish her replaced somewhere, emphasizing potential hazard to other pupils.

*Jack K.* (17 years 5 months) has been in the Juvenile Detention Home for four months waiting transfer to the State Training Home for Boys for violation of his parole. He has already been there three times for a period totaling 34 months. Recently he was involved as an accomplice with three adults charged with robbery with gun. In their attempt to escape arrest they injured the man being held up; they left Jack with the wounded man telling him to call an ambulance after they were gone. This boy is a small, undernourished adolescent who shows little emotion about his present condition. His greatest wish is to go West and be a cowboy. Although psychological examinations reveal above average mental ability according to intelligence scales, and the actual results indicated a serious lack of comprehension; poor ability to reason; and little or no emotional response. Jack's behavior record indicates long continued difficulty at home and in the community; chronic health and school problems; and intermittent court appearances from the age of seven years because of a wide range of alleged offenses. His father is an alcoholic; his mother has been twice in a State Hospital for the mentally ill; both an older brother and sister have long court records; a younger brother (15 years 2 months) was taken early by a maternal aunt for adoption and has estimable status. Jack states he cares only about the length of his "next rap;" hopes he goes to the penitentiary rather than return to the Training School.

No attempt is made here to analyze these puzzling situations, valuable though this process could be. Instead a series of poignant questions is posed about the whole set. The queries are personalized. This reinforces the concept that conditions like those depicted touch each of us in a democratic society. It fortifies, also, the idea that unified think-

ing and doing for children's welfare is the only way to proceed.

1. How seriously and intelligently do I care about what happens to children and youth?
2. What causes situations like the ones reported to persist and hurt so many persons; and what can be done socially to lessen their incidence and harm?
3. Do I know enough about what underlies conditions of this nature?
4. Why is so much that is harmful allowed to develop before helpful services are sought and given; and why are these often limited?
5. Are there latent strengths in the lives and settings of these children that should be recognized, brought forward and utilized?
6. How can the personality and behavior of individuals and groups be reasonably changed?
7. Where and how can persons in the community be found, who, like myself, would like the happiness and welfare of those in trouble to be improved and extended?
8. What can I do so as to modify my own feelings, understanding, and skills in order to work more efficiently and economically for children's welfare?

These questions are not easy to answer. Notwithstanding, they deal with everyday occurrences and reactions that all who work with troubled children are likely to have experienced. Why is it that most of us make so little use of the latent potentials we inherently have? We often stand still and apart; we could and should move jointly ahead.

## IV

### *Expectations*

This section considers why our becoming abler workers is both rewarding and feasible. How can this advance be accomplished? Although what it suggests is directed to teachers, it has general import. The first part reiterates why the role that teachers play has great moment. It, also, offers examples of gains that come when the help for children is closely integrated. The second part makes suggestions for improving our interpersonal relating, as professional persons. If these proposals were taken seriously and acted upon, profits of many kinds could result. As stated earlier, costly gaps in the help afforded



needy children are commonly found; and these shortcomings should be eliminated. This lessening is more apt to happen, once harmful psychological conditions within ourselves are recognized and wisely replaced. Because we are not giving children and youth the best that we might, some fail to get the assistance and guidance that their optimal maturing and acculturing require.

The first matter pertains directly to the invaluable help that teachers give in a casual manner to troubled children and youth. A good illustration is found when the problem of juvenile delinquency is studied. In this field the unspecialized assistance that schools afford lessens delinquency invaluablely. Events in the life of the child or youth, commonly classified as delinquencies, are the result of what this young person already has inwardly lived through. What does life history reveal regarding his inherent and acquired needs and drives? What satisfactory and unsatisfactory methods does he use to achieve his goals? Moreover, school activity and experiences, and his customary contacts with both teachers and peers, provide an auspicious start toward favorable diagnosis and treatment, and ultimate rehabilitation. What the classroom teacher provides, day by day, in the way of formal and informal guidance to these young persons has meaning and usefulness. This assistance counts a great deal, immediately and for the future. Such aid becomes especially telling when teachers are able to take an encompassing view about the growth, capacities, and directives of each pupil. What he or she provides in the classroom for the whole group influences, in a distinctive way, particularized cases.

Teacher's attitudes about children's misbehavior can be learned, unlearned, and reconstituted. This results when personal effort is sufficiently exerted. Clarification of feelings about human needs and problems, as well as about the children and youth themselves, encourages a philosophical and psychological development among the grown-ups working with them. Adult changes afford important personal and social gains. Such inner advance is profitable for teachers to attempt, even though added expenditure of precious time and energy is demanded. The progress and contributions made compensate richly.

Much that is constructive grows out of joint activity and mutual experiences of professional workers. How does this interaction benefit them and others? Four expectations are listed.

1. Broadened personal and social horizons result; working closely with other persons is always found to enrich ones perspectives. Although it is basically for the child and society that this cooperative effort is intended, all who associate this way are apt to profit. (2) Interpersonal relationships thrive whenever people begin working closely together. Anxieties lessen. Real togetherness helps one have and enjoy better mental health. (3) Working closely together promotes effective community organization. Whenever professional persons work in unity, services in behalf of children and youth are accelerated and maintained at high level. (4) The protection and advancement of society itself are implicitly involved. Unsatisfactory political ideologies take hold when social help is weak and undependable. This lack threatens national well-being quite as much as does a foreign enemy.

This article concludes with a brief discussion of a personal matter. The decalogue that follows serves three purposes. (a) Taken together, these items afford a Gestalt in which a qualitative factor develops that is new and potent. This goal is not attained by quantitative adding. (b) A useful checklist is furnished. It is possible with it to glimpse, at least, one's own excellencies and mediocrities in different areas, that is, if there is careful enough reflection. Also, the spots where strengthening is needed stand out clearly. (c) Each injunction, looked at simply and well comprehended, stresses the psychological process of *becoming*, an activity that is peculiarly rich in promise and satisfaction. When we become different and improve in even little ways, our daily living takes on new significance. Services that are given by us to troubled children and youth are then refreshed and expanded. We grow abler; and it is simpler and pleasanter to interrelate productively with those who share our work responsibility.

1. Build with diligence and persistence in one's own self a functional understanding of Man's behavior and of the complexity but solubility of the problem of human relationships.
2. Hold back being unnecessarily judgmental of others and count ten before condemning the shortcomings of a peer, not just ten numbers but ten shortcomings of ones own self; it is natural and inevitable that we are all a workable combination "of the sweet and the sour."
3. See wholes as far as possible and let perspectives envision constantly both the forest and trees so as to avoid much anxiety, hostility, disrespect, and immediacy.

4. Threaten anyone as little as possible, knowing that badgering is a psychological process that blocks effort, wastes energy, tends to complicate issues, and destroys potentials.
5. Avoid putting off until tomorrow what should be done today. Procrastination allows difficulties to multiply and conditions to change; it expends everyone's precious time, money, energy, and competence because we try to do too much with too little too late.
6. Recognize that there are two sides to every question; and that, while there is validity in conclusions which are made from where one sits, no one ever sits in exactly the same place twice.
7. Preserve diligently the concept of individual worth in our cherished cultural pattern; but be not afraid to reckon with the opposing and equally influential concept of the greatest good for the greatest number; and strive for personal and collective harmony between the two.
8. Be experimental and ongoing in professional thinking and acting; but stop to reflect carefully on the steps that were taken; and make shared evaluations that shall determine subsequent courses to follow.
9. Take proper exercise to develop the skill of interrelating easily and effectively so that it often compensates for the costly lack of this art in others.
10. Have many self-transcending goals; but make sure that the needs of self are competently cared for. One is in a less favorable position to aid others unless he helps himself ably.

This seems a big assignment. It is right that it should be so. A big job for children's welfare needs to be done. This requires, above all, big persons to achieve what is personally and socially called for. No one can grow big by merely wishing it. Everyone must go forward or regress; standing still for any length of time is an impossible feat. We all have consequential decisions to make about our own position and what should be done regarding it.

# The Birth of Our Nation's Public Schools

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The public school was conceived in New England—especially Massachusetts—as the social conscience of our forefathers directed their attention to the welfare of their children. The birth of the public school was a difficult and prolonged labor. Its development—“increase in favour with God and man”—covered generations of trial and error, in a spirit of strong—sometimes stubborn—conservatism.

What was the teacher's lot in the Good (or was it the Bad) Old Days? Did they deserve better things?

Did an English background mold the curriculum of the Pilgrims' schools in America? What of the “old” in public education has persisted to this day? How did much of the “new” begin?

Is parsimony in appropriations for our schools an inherited, chronic ailment of our civic present, even though some exceptional “cures” have recently appeared? And was “the little red schoolhouse” ever really red?

Facts from which answers to these and many other pertinent questions have been derived have been gathered recently into one volume. It is *The Rise and Fall of Ye District School in Plimouth Plantation (1800-1900)*, by Dr. William G. Vinal, Emeritus Professor of Nature Education, University of Massachusetts, Amherst, Mass.<sup>1</sup> Dr. Vinal—naturalist, teacher, philosopher—attended one of the “Plimouth Plantation” schools as a child, then watched their “fall” as a young adult. Although the changes of one century (1800-1900) received the most attention in his story, certain records of the volume cover a much longer period, from 1636 to 1955.

Dr. Vinal's chief purpose in his research and report is to propose

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<sup>1</sup> Published by the author, R. F. D. #2, Vinehall, Grove Street, Norwell, Mass. iii, 144 pp. 8½ x 11 in. to allow reproduction of 45 pages of early documents, notebooks, and text. Price, \$3.75 postpaid.



this problem: since these earliest schools developed certain educational techniques of permanent value, how may these values—then applied in primitive rural environments—be retained in the modern urban school? He writes:

“The Little Red Schoolhouse, which never was red, and sadly needed paint of whatever hue, has been extravagantly praised and blindly blamed for what it never attempted. It is about time that a District School product [himself], or victim, according to the way you look at it, be allowed to tell the story in his own words. The humor and the pathos of the district school is rich in the substance that makes for better schools.” Therefore, he wrote this book.

*Locale of the District Plimouth Plantation School.* The early schools Dr. Vinal describes are chiefly those of Plimouth Colony—the villages of Satuit (modern Scituate), Marshfield, Duxborrow (Duxbury) and Plimouth (Plymouth)—a shore area south of Metropolitan Boston. In that area the Pilgrims and those who followed established their first settlements after the landing in 1620 on the site of present Provincetown, Cape Cod, from whence after several weeks they moved across the bay to the site of present Plymouth—noted for its Rock, which men have moved three times.

“The Pilgrims were common people from the cottages—not the castles—of England, by way of Holland. The barefoot boys and sun-bonneted girls did not have a drop of aristocratic blood among them. [Yet] there was a century of troubled waters [to be] charted from the Latin Schools, [established as if for bluebloods,] to the free public schools, and ultimately the school for all children” (Vinal).

#### SOME SIGNIFICANT “FIRSTS”

*The very first educational effort of the Pilgrims* was directed toward the Indians, hoping to persuade them to wear more clothes in summer, and to “accept salvation.” The response was poor. The “savages” had their own ideas about living in the land. When the settlers asked, “who owns this land?” the natives replied “nobody” when they meant “everybody.” Thus began the misunderstandings between invaders from Europe and the original inhabitants of this land that persist, in some measure, to this day.

*The first college* was Harvard, founded in 1636 by the Massachusetts

General Court (Legislature), while all the towns of Massachusetts were still surrounded by wilderness on three sides, and faced the ocean on the other side. The worthy purpose of Harvard was to develop and ensure an educated ministry. The document of establishment complained that “there is much lysensiousness and prophanes amongst the younger sort,” and rightly assumed that trained preachers—who also served as teachers—would have a good influence on these juveniles. For the first fifty years Harvard’s enrollment rarely exceeded twenty young men; but these, after graduation, rendered efficient service in both the churches and the schools. They leaned toward “higher learning,” however, with much time spent on Latin and Greek in their Sunday sermons and weekday lessons.

*The first compulsory education* was an order by the Massachusetts General Court in 1642 that selectmen (the “city fathers”) in every town require parents to teach their children to read “the English tongue, on penalty of twenty shillings.” This order did not establish schools, but it laid down a principle. In 1647 the Court required—“for the first time in the world” (Vinal)—that every town of fifty or more families should appoint a teacher of reading and writing; and each town of 100 families or more should establish a Latin Grammar School to prepare youths for Harvard College. In due time many towns had two schools—a Latin School for the “upper class” with Harvard-tinged ambitions, and a more practical school for the “lower class” that did not aspire to the ministry, teaching, or the law as a profession. This contest between aristocracy and democracy in education survives to some extent today—but let the reader provide the examples.

This was indeed a good start. “It may be surprising,” writes Vinal, “to realize that one has to turn to the Pilgrims and Puritan settlers to see the beginnings of public school support. Not a single law of education for the people was enacted in England in the Eighteenth Century (1700-1800).”

*The first public tax for schools* was assessed on the Cape Cod fishing industry in 1670. It provided for “common schools,” first at Plimouth, later in nearby towns. These were called “Fishery Schools,” and were open to all children almost—or wholly—free of cost.

*The first transportation problems* came as towns grew larger, and young folks complained of walking distances their fathers took in

stride. To seem fair to different areas, in 1696 Plimouth established a "moving school" that changed between "upper" and "lower" locations in the town each quarter. Hingham met half a school year in its northern area, half in its southern area. Satuit selected three town locations in sequence—one in the north, one in the south, one in the middle. Duxborrow voted four locations "in the four quarters of town" to be school sites during each two years. The "moving school" remained an experimental yet adopted plan for nearly one hundred years—"an example of true educational conservatism" (Vinal).

*The first primary grades* were the "Dame Schools," private gatherings in homes, where usually an earnest mother taught the younger children of her own and a few neighbors' families. Little is known of these informal schools, as no records were required or kept. Possibly a very small contribution in money or supplies was expected from each family. Spelling, reading, catechism, and sewing were taught. Letters and mottoes were embroidered on strips of cloth—"samplers"—as forerunners of today's "busy work" at this elementary level. Possibly the idea originated in Cohasset in 1721. Certain noted New England preachers record their early days in a "Dame School" as late as 1805.

*The first school for girls* began in Plimouth in 1795. This "female school" was taught in the summer months only. Although very small girls as well as boys learned to read in the Dame Schools (see previous paragraph), by custom if not by law a further extended educational program was for boys and young men. In 1828, however, girls were admitted to any public school in Massachusetts. The idea of a separate education being best for young ladies of all ages, and of preparatory schools and colleges "for men only," persists to this day in private schools.

*Forerunners of the modern high school* were the "Academies" established in Plimouth Colony area from 1790 on. The name was derived from Plato's school of broad philosophy. These academies met a demand for a more practical curriculum than that offered by the Latin Schools, which prepared youth (young men) for Harvard College, and careers in preaching and teaching. Dr. Vinal selects the Academy in Hanover as typical, and writes:

"It was to deal with the practical, as well as the beauties of Cicero. Education was through the senses as well as memory. Instruction was

in English, Latin, Greek, Mathematics, Navigation, Surveying. Females were taught embroidery and painting. It was the local training school for teachers, school committeemen, ministers, doctors, and lawyers.

“For nearly a hundred years the Hanover Academy had a great influence in shaping education practices. It was a milestone in education in that it prepared for the here rather than the hereafter. It was concerned with the welfare of the State rather than the welfare of the Church; good society was prized more than scholasticism. They held to the scholastics, but also had studies in the humanities. Although the building was put up for ‘educational, moral, and literary purposes,’ the need for money led to renting the building for such ‘corrupt practices’ as fairs, sewing circles, brass bands, lyceums, and comic entertainers. Distinguished speakers, such as Oliver Wendell Holmes, were also heard.”

At this point Dr. Vinal writes as an educational philosopher: “The story of the District School in Plimouth County unreels like a motion picture. I have been very generous with dates. Perhaps it should be mentioned that dates are really unimportant. [What is important] are *trends* in the march of education. A trend may originate in a mere whisper, and take a century to crystallize. The pilgrimage of education is long and steady toward a definite goal. There will always be dissenters from each goal such as freedom to think, free public schools, secular education, vaccination, vivisection and all other steps. That makes for the spice of life in a democracy. . . .

“The settlers in Plimouth Colony, to their everlasting credit, did not persecute witches (as in Salem), Quakers, or other non-church members. The local aristocrats were keenly alive to the needs of the common people. They were able to break away from class stratification. The climate was favorable for the emergence of a free, common, tax-supported, non-sectarian, public school system.

“Last, but not least, was the principle of *unity in diversity*. Plimouth Colony represents the unity. Each individual town stands for diversity. The individual is a unit in the framework. Perhaps the United Nations is the epitome of what is being described. It is the ultimate goal [of education] today.

“We have also seen that education, at first, was to prepare for the hereafter. Salvation of the soul for everlasting bliss was the all-import-



ant hangover from mediaevalism. A functional curriculum, or attaining the level where we believed in preparing for usefulness was excruciatingly slow. Religious independence was another great blessing of the Plimouth Colony. The educated ministry was interested in reform, and the authority of a voting membership in the Pilgrim church demanded that all be educated.

“[Citizens of that day in Massachusetts] had learned honesty and circumspection at the knees of their mothers and fathers. They were loving, but given to argument. They would look each other in the eye and answer one another at Town Meeting. They had enormous faith in freedom and rights of the individual as to property, to vote, and to speech. Often one could not distinguish whether a certain action was due to individualism, obstinacy, ignorance, economy, superstition, or pure cussedness. Whatever the spirit, it continues to the present day.”

*The first Boards of Education* were the selectmen, who ran the schools for one and one-half centuries. In time the duties of these “town fathers”—regulating wolf traps, wildcat bounties, protection of deer, killing and bringing in of blackbirds, sealing weights and measures, cutting of thatch, and many other affairs—left too little time for school matters. About 1790 the “School Committee” was born, with duties “to visit schools regularly, make careful examinations, be satisfied as to the proficiency and habits of pupils, to make annual reports of the number of pupils . . . to know the moral character of all instructors, their literary qualifications, and their capacity of government of the schools. They selected new instructors, and arranged for compensation.” These Committeemen were lay citizens rather than preachers or teachers.

*The first low salaries for teachers* began in these early schools. “Teachers never have lived in a financial ‘bed of roses’ ” (Vinal). As late as 1848 “Miss Julia” taught at Scituate at \$3.00 a week, but “Miss Sarah” received \$8.00 weekly. “Mr. Elms” taught all winter for \$65. The ideas of equal pay for equal work, more pay for training or experience, had not developed. In 1880 Scituate’s town authorities instructed the School Committee “to employ male teachers for less than ten dollars a week when possible.” Some of the lowest salaries in money accompanied an arrangement by which the teacher “dieted”—i.e.,

boarded for short periods in succession at different homes in the community.

Dr. Vinal gives interesting and detailed accounts of the cost of school supplies—such as cut firewood—and of school buildings and repairs. Comparisons emphasize the costs of today. The need for one interesting item charged—a few cents for “a pot”—is left to our imagination, since the school had no outhouse.

The full specifications for a school building erected in 1858—reproduced in the original plans and handwriting—are given by Dr. Vinal, who believes the document is the only one of its type that has been preserved. No provision for an outhouse was made. And who knows (he asks) why one door was designated as entrance “for girls,” and another “for boys?”

#### GROWTH MEANS CHANGE

Great movements are the work of great men. Horace Mann (1796-1859) was one of the greatest; his work was chiefly in New England, his influence wide and continuing. He was a lawyer, a legislator, an advocate of religious liberty. His talents were dedicated to education after his appointment as Secretary of the State Board of Education of Massachusetts in 1837. He also served in the Nation's Congress, and ended his career as President of Antioch College in Ohio.

Horace Mann founded *The Common School Journal* in 1838. He was a speaker at the opening of the first building constructed specifically for a training school for teachers, at Bridgewater, Mass., in 1846. (The first Normal School was at Lexington, now Framingham State Teachers College.—Vinal). Mann said: “Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres!” Although many men of great wisdom worked together for the benefit of education at that time (Daniel Webster was one of them), yet Horace Mann—original, practical, eloquent in speech and writing, is “the greatest of the founders of our system of free public schools” (Vinal).

*What of discipline in the District School?* Our present problems are not new; indeed, will classroom discipline ever cease to be a headache to one who would rather teach than merely to “keep school?”

*Absenteeism was also a problem*, often above 20 per cent. There was no “educational research,” however, to find the reason. In 1852 a

compulsory attendance law for Massachusetts was passed; by 1898 “county truant schools” were established, but few students were sent to these. A law against the employment of any child under 14 while schools were in session was of some value.

*Are you interested in early schoolbooks*—texts in arithmetic, geography, spelling, handwriting, drawing, history, physiology, “phylosophy?” And, of course, reading, with the flavor of Scriptural quotations and proverbs, Ben Franklin’s maxims, and gems of oratory for recitations. English grammar was a foundation of the literary studies after reading had been mastered. If the history of schoolbooks intrigues you, Dr. Vinal presents source material in volume and detail.

*The District Schools of Massachusetts were not closed all at one time*, by some legislative fiat. Independently they had been born, independently they had lived, independently they died. A century was required to displace them. District control of schools was not abolished by law until 1882. Writes Dr. Vinal:

“At the turn of the century (1900), when schools were centralized, the salaries of teachers, the appropriations for schools and state aid took a tremendous jump. The passing of the District Schools was also due to a decreasing population because of smaller families, migration of workers to the cities, and a state law limiting the size of a school to ten or more pupils. . . . [Yet today] the State Board of Education of Massachusetts has very little power over local communities. Towns do not want State interference with their schools.”

Many practices in our Nation’s educational system that began in the District Schools of Massachusetts in the 18th Century, were developed by experience through the 19th Century (the period covered by Dr. Vinal’s book), are now adapted to the needs of Twentieth Century education. He writes:

“Fundamentals have changed. English is no longer a struggle with interjections, appositives, conjunctive adverbs, and parsing. Physiology omits the anatomical catalog of the bones, muscles, and parts of the alimentary canal. In Geography it is not the location of Timbuktu and Pernambuco, although Teheran and Anchorage can be functional. The vocabulary has been reduced in readers; the typewriter helps in writing; the adding machine does duty at the checkout counter in the chain store. Although the first textbook in American history did not appear until

1822, now geography-history appears as sociology. As a matter of fact, any textbook written a few years ago will soon be out of date."

Other new devices he mentions for comparison: nursery schools, physical education, "Little Leagues," and many more. Then—

"*There remains one other thing of District School days* that is near to the writer's heart—the education for country life. In my youth we took it for granted. We were free to roam the woods and the fields. . . . There was never a thought that country living could be taken away from us. The day has arrived when the pressure of population is doing just that. And we are so busy educating our children that neither we, nor they, are aware that we are neglecting the rural environment as a basis of education."

Then Dr. Vinal strikes a very current note. "Somewhere in our school population of today are hidden those with the natural endowment that must have intellectual and moral training to guarantee the strength needed tomorrow. In a technological society with great specialization we need talented youth in science, economics, government, and defense—to name a few. Our country—the first in the world to provide free secondary school education for all youth—must train for maximum ability for this day and age. It is necessary for our survival!"

There follows, in the book: (1) a chronology of South Shore (Mass.) education, 1636-1955; (2) a list of modern school activities that retain—to some degree—the values of outdoor living; (3) reprint, "The Forests of the Pilgrims" (Vinal) from *American Forests*; (4) reprint, "Leave Room for Nature" (Vinal) from *The School Executive*; (5) reprint, "Teachers Return to Nature in Maryland" (Vinal) from *The Maryland Teacher*; (6) reprint, "Let's Take Camping Back to Nature" (Vinal) from *Camping Magazine*; (7) reprint, "Personalities I have Met" (Vinal) from *Recreation*; (8) reprint, "Conservation Education in Rhode Island" (Vinal) from *Better Rural Life*; (9) reprint, "Biography of William G. Vinal" from *Bulletin of the Massachusetts Audubon Society*; (10) Index.



# Factors Involved in Good Modern Language Teaching

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Teaching is a mission and you are the dedicated missionaries. Others have the job of teaching only the young, because their subjects have tangible results which can be measured in better salaries and greater comforts. You have the job of teaching not only the young, but the whole community before you can teach your pupils; for unless your community is convinced that they need foreign languages, you will never get full support for your program. Yet your work is the only connecting link between the various nations of the world. Fortunately we are in the midst of a real renaissance in the objectives of education. Foreign languages are deeply involved in the renaissance not because of vested interests on the part of teachers, but because of vested interests on the part of civilization. Languages are the only means of exchanging ideas not only with other nations of today, but with other cultures of the past. If there is any profit to be derived from comparing ideas it must ultimately come through the medium of foreign languages. Now more than ever it becomes necessary to prove by results that the study of foreign languages is necessary for our youth. Now more than ever it becomes necessary to do better teaching in order to obtain better results.

What is good teaching in a foreign language? An appraisal of good teaching involves an examination of the objectives to be achieved, the methods used, and the results obtained. Good teaching cannot be evaluated until we have examined the whole cycle. It is not a matter of statistics or mass results. Good teaching is a matter of personal relationship in which the teacher utilizes all factors at his command to inspire a pupil to improve himself mentally in a field hitherto unknown to him. What I propose to do in this short talk is to guide you in an "examen de conscience," for in the final analysis only the teacher himself can decide what to do to improve that personal relationship.

First let's face realities. In every walk of life results could be improved if we could change the given conditions. If you and your students could spend a couple of leisure years in France at the expense of the government, the chances are that the students would learn French quite well. If you could conduct private classes with each pupil for ten hours a week, you could do a pretty good job. In fact, if you didn't have to teach five or six classes a day with thirty or forty pupils in each class, you could still do a better job. The problem is to figure out how to improve your teaching with the conditions under which you have to work. Of course, a separate and constant effort is needed to improve the conditions themselves, but that is a different problem.

Good foreign language teaching involves first of all a realization of the objectives. A knowledge of foreign languages improves international understanding—Granted! But just how does that generality apply to your particular school and your particular students? It applies in the same way as all of education to the whole of society. Society can well get along if any one individual knows nothing about science, but imagine the result if no one knew anything about science. No one person needs to know Spanish to live a useful life, but imagine the result if no English-speaking person could communicate with a Spaniard. Each language teacher fulfills a definite function in training people to break the language barrier. Theoretically it should be possible to produce a universal language, but until the millenium comes we have to struggle along with a multilingual world. With every pupil you train to use a foreign language you are taking one step toward achieving better international understanding.

However, the general objective is far removed from your classroom problems. It is essential for each teacher to keep objectives in mind, but having them in his own mind will not do the pupil any good. The teacher must find palatable ways of inculcating those objectives in the mind of every pupil. If the teacher sees no reason for teaching his subject, he is in no position to inspire others. This inspiring must be done at a level which the student can understand.

The choice of the language to be taught is governed by many circumstances. Each school seems to build a tradition for a particular group of languages. Sometimes the tradition is set by college requirements,

sometimes by pressure groups in the community, and at other times simply by the qualifications of the teachers available. The ideal would be to analyze the needs of the community, hire the teachers who best fill the needs, and eliminate from the classrooms all the students who have no business being there. This is utopia and we are not dealing with utopias. Whatever language is offered is a challenge for each teacher. If a community can produce even a small number of people fluent in another language, part of the mission is accomplished. Teaching seems to follow the physical law of expansion: a program which radiates a warm glow tends to expand and one which is cold and dreary tends to contract.

Rivalry between languages within a school contradicts the purpose of language study. It really makes no difference whether students are trained in French, Spanish, German, Italian, or Russian, as long as each student studies his chosen language well. The choice of a language should be guided not by rivalry but by the use which the student can make of the language in his future career. Since the career cannot always be mapped out in advance, the main purpose is to open the student's mind to the knowledge of a language other than his own. Once he has learned a second language, it will be easier for him to study whatever language he needs for his particular work.

Teaching a foreign language requires concentration on the objectives together with training on the factors which go to make up the language. The first of these factors is correct pronunciation, for a language consists of meaningful sounds. Each language utilizes its own specific set of sounds, which are only a fraction of the sounds produced by the human voice. Good teaching requires a knowledge of the phonetic system of the particular language and its relation to English. It is not necessary to be a scientific linguist, but it is necessary to understand the analysis made by the professionals and sift the parts that are useful in teaching. Suppose, for example, you want your students to distinguish between *cheveux* and *chevaux* in French. You yourself need to know how these sounds are formed before you can prevent your students from getting horses in their hair.

There is a danger involved in too much emphasis on phonetics, phonemics, or morphology. By insisting on too much knowledge of the formation of sounds it is possible to lose sight of the language itself.

You can produce students who are so confused about whether a vowel is open or close that they cannot say either one. It is a matter of values—pronunciation is important in proportion to the quality of the language that it produces. Since language is based on speech habits, it is essential to establish correct habits from the beginning. However, let us keep in mind that sounds are only the first step in a language and not the language itself.

A generation ago the only way a student learned the sounds of a foreign language was to listen to the teacher and repeat after him. The only check on the correctness of the sounds was the sensitiveness of the teacher's ear. A great deal of modern language teaching is still done that way. Meanwhile students are surrounded by mechanical reproduction. Radio, television, and recordings are instilling speech habits all day long. Many students are experts on hi-fi and stereophonic reproduction. The ear of the student is often more sensitive than that of the teacher. Why not take advantage of this fact by enlisting the aid of instruments?

Pronunciation can be taught not only by the teacher but by instruments such as records and tapes. There is no substitute for the teacher, for he alone can cover all situations. Mechanical instruments cover only prearranged situations and neither ask nor answer questions. But records and tapes can present a language which can serve as the standard for both teacher and pupil. Instruments will reproduce the same phrase exactly the same way every time until student response is perfected. The student can hear his own pronunciation directly after that of the speaker and correct his sounds immediately.

The next factor in importance is the ability to understand words and sentences at conversational speed. Individual sounds or separate syllables constitute only a first step, for no language is spoken by syllables. It is only when a student is able to derive meaning at normal speed that he is really using a language. Ear training can be accomplished by the teacher with the aid of sound equipment. Words and phrases should be carefully graded so that each new phrase builds on previous ones. Constant repetition establishes sounds in the mind in such a way as to produce a direct image. Your student is really learning when the sentence "la nina es muy bonita," brings the image of a pretty girl to his mind rather than the image of a feminine noun, preceded by the article



*la*, with the proper use of the verb *ser*. Language is not learned until it is “overlearned,” as the linguists express it.

Once pronunciation and the ability to understand are under control, the next stage is the structure of the language. If you prefer to call this structure grammar, you are breaking no moral law. M. Perrichon discovered late in life that he had been speaking prose since his childhood. A student will not be astonished when he finds that he has been using grammar all his life. The point is to present grammatical structure as the natural rules of the behavior of a language; it is an aid to language learning rather than a stumbling block. Grammar presents the patterns of the new language. Exceptions are patterns on a higher level and should be reserved for later study. In the early stages the student should learn general rules before becoming confused with exceptions which undermine his confidence.

Rules of grammar are summaries of current usage; they follow usage, not dictate it. The good language teacher bears in mind as his objective the use of the language and not the memorization of rules. The grammar rule should be used only to help fix usage in the student's mind. If you are teaching the accusative case in German, first the student must memorize the proper endings—that is mechanical learning. Then he must understand the concept of direct object—that is reasoning. But then he must use the accusative in a sufficient number of situations to combine both concepts in a direct response. Memorizing of set phrases will not produce language. Set phrases serve only to impress the function of each part of a sentence so that meaning is transmitted more readily.

Good teaching involves not only a good presentation of the language, but good materials for teaching. It is perfectly possible for the capable teacher to prepare materials for his classroom from day to day. If he knows the foreign language thoroughly he does not have to depend on the printed page. The problem, however, is to feed the students only a digestible portion each day and build cumulatively on knowledge previously acquired. Even when a teacher is fully capable, he may not have the time to plan this careful procedure. The planning should be done beforehand in your textbooks. Pronunciation should be carefully presented to account for all the meaningful sounds and provide adequate practice. Vocabulary should be chosen and interwoven in such a way

as to make sure that familiar concepts take precedence over unfamiliar ones. Proper teaching materials proceed from the known to the unknown. The structure of a language is carefully analyzed beforehand; it is carefully tested and graded so that the student masters each new point in a cumulative way. A language is a carefully organized set of sounds used to express ideas. The only way to learn a language is by recreating that organization in a synthetic form—in a package, as it were,—which the student can take with him.

Good teaching requires not only motivation along general lines, but motivation from day to day—a challenge, a feeling of accomplishment. Every student has a certain wanderlust, a curiosity for unknown and picturesque places. The classroom should be supplied with posters to exercise the imagination. They are easily available through travel bureaus, tourist agencies, airlines, steamship lines, and the like. The good teacher will neither look down upon such aids nor allow himself to be mastered by them. Posters are an excellent inspiration for language study, but they do not take the place of language study. They are helpful in developing conversation through question and answer. They should be used to supplement a well-organized course.

Visual motivation can further be aided by slides, films, and movies. Slides are available for rental or loan through many agencies. There are slides and films with commentaries in the foreign language. There are movies dealing with all aspects of the countries whose languages you teach. The cultural services of the various countries are maintained primarily for the purpose of furnishing cultural knowledge. The various language associations maintain information bureaus which place a great deal of realia at the teacher's service. Where is the time? you say. Time for such motivation can be saved from drill on grammatical forms or on details which are minor to your complete objective. Time can be saved by raising standards and eliminating students who will never achieve fluency. The main objective should be the use of the language even in a limited way. Language taught as a mental exercise misses its purpose; there are other forms of mental exercise which are more effective. A language which is not usable is not a language at all.

Language usage comes through language practice. Every teacher should keep mental track of his classroom time. If he speaks more than the pupils then it is he who is getting the practice instead of the

pupils. Explanations should serve the function of the self-starter in the car; once the motor is in motion, let the student take over. The good teacher will be wary of destroying a student's confidence. The student needs to feel that he is getting somewhere, even if he does make mistakes. Perhaps the greatest deterrent to language learning is the desire to be absolutely correct: perfection to the point of exasperation.

Perhaps the most difficult stage in language learning is the transition from the passive to the active phase. A student can be trained to pronounce correctly, understand well, read respectably, enjoy what he reads, and yet he cannot express his own ideas. A solo flight is a difficult step, perhaps because there are too many crutches in the early stages. Sometimes the teacher himself has never reached the point where he can use the foreign language fluently. Perhaps the time devoted to foreign language study is not sufficient. The fact remains that the transition from the language of the textbook to that of everyday life is still the stumbling block. Some colleges have adopted the solution of the junior year abroad. Many schools feel that it is impossible to learn a language without foreign travel. Yet if language study is an integral part of the curriculum, it should accomplish its purpose within the curriculum. If more hours are needed, then more hours should be provided for by the administration.

It cannot be denied that of all the factors which have contributed to decreasing enrolments one is uppermost in the popular mind: language study does not accomplish the purpose for which it is intended. A logical corollary makes its unannounced appearance: it must be possible to improve the quality of teaching. Since the Second World War there has been a constant reappraisal of techniques at all levels. Strangely enough there are many schools that see no reason for changing techniques which they have used from time immemorial. On the other hand there are schools which are experimenting with every new idea, one after the other. The truth must lie somewhere between these two extremes. It is up to every teacher to keep abreast of developments, to reappraise his techniques, and to accept new ideas if they work well for others. The function of schools of education is to develop and test new ideas before they are passed on to the general school public. Language associations and schools of education should work hand in hand to experiment and improve.

What about publishers who furnish your textbooks and teaching materials? Their job is to study teaching trends and to formalize in print those ideas which you as teachers are willing to accept. If a publisher fails to furnish acceptable materials, he must eventually go out of business. If a new idea is so experimental as to appeal to only a few, its value as a teaching technique is still questionable. The publisher must have the vision to foresee what is likely to work and what is likely not to work. He would be rendering a disservice to the profession if he published a series of half-baked methods which have no solid educational foundation. Improvement in teaching techniques is worked out by educational leaders, it is tested by teachers with foresight, and it is made available by educational publishers. Thus the teaching cycle is completed and the student receives all the inspiration and training which our educational system can provide.

Good teaching is an investment in the future. It has value only when full value is received for the effort invested. The world is moving too rapidly to permit a waste of time. The children entrusted to your care have to prepare for a life far more complicated and competitive than heretofore. If languages are to remain in the curriculum, they must show tangible results. Education is far too valuable and costly an asset to be squandered uneconomically. The days of entertaining pupils to keep them out of mischief are over. Youth is more serious than ever before, because the pace of life has been stepped up tremendously. The next few years will see a far more competitive educational system than was deemed possible. In this new era the study of foreign languages will resume its prominent place because languages are necessary for progress on both the political and scientific front. The community and the young people themselves will expect full value for the time and effort invested in any subject. Now more than ever good teaching will furnish the key for the survival of foreign language study in this country.



# Kuder Interest Patterns of Outstanding Science Teachers

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## *Introduction*

It is generally agreed that a knowledge of an individual's interest pattern is essential for adequate guidance and counseling. Furthermore, when empirically based general patterns of interests, appropriate to certain vocations have been obtained by means of research, these provide useful orientation. In previous research, the writer found that guidance, in terms of interests, was related importantly to occupational choice as well as scholastic progress.<sup>1, 2</sup> Related aspects of science teachers have been reported elsewhere.<sup>3, 4, 5</sup>

Fortunately, considerable data of this nature are available concerning the Kuder Preference Record. However, the latest issue of the Examiner Manual for this instrument does not list interest patterns for secondary school teachers.<sup>6</sup> The purpose of the present research was to fill this lacuna by testing a highly qualified group in this profession.

## *Subjects*

The Kuder Preference Record, Vocational Form C, was administered to forty-five male high school science teachers as one aspect of a global evaluation program.<sup>7</sup> These individuals were judged outstanding be-

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<sup>1</sup> Léonard A. Ostlund, "An Evaluation of a General Education Program," *School and Society*, Vol. 81, No. 2050, January, 1955, pp. 6-8.

<sup>2</sup> Léonard A. Ostlund, "Occupational Choice Patterns of Negro College Women," *Journal of Negro Education*, Vol. 26, No. 1, Winter, 1957, pp. 86-91.

<sup>3</sup> Léonard A. Ostlund, "College Transcripts and Standardized Tests as Criteria for Graduate Placement," *School and Society*, Vol. 86, No. 2124, January 18, 1958, pp. 41-43.

<sup>4</sup> Léonard A. Ostlund, "Science Teachers Evaluate Science Teachers," *School Science and Mathematics*, Vol. 58, No. 2, February, 1958, pp. 125-131.

<sup>5</sup> James H. Zant, "Modifications in Freshman Mathematics for Engineers," *Journal of Engineering Education*, Vol. 47, No. 9, May, 1957, pp. 739-744.

<sup>6</sup> *Kuder Preference Record, Vocational Form C, Examiner Manual*, Chicago, Science Research Associates, 5th Ed., February, 1953.

<sup>7</sup> This research is one aspect of an evaluation by the writer of The National Science Foundation's \$255,000 Supplementary Training Program for High School Science and

cause of their superior scholastic records, successful teaching experiences, and recommendations from employers. Moreover, they had been awarded scholarships by the National Science Foundation which enabled them to study in the Graduate School at the Oklahoma State University, Stillwater.<sup>8</sup> In age, the subjects ranged from twenty-four to forty-nine, with a mean age of 31.8 years. In years of teaching experience, the range was from two to twenty-five years, with a mean of 6.1 years.

### *Reliability*

It may be appropriate to comment concerning reliability, since the results of any test may become useless due to misunderstood directions, poor testing conditions, or deliberate attempts to falsify. Fortunately, the "V" score on the Kuder Preference Record indicates whether directions have been followed sincerely and consistently. Examination of this measure indicated that all scores were within the limits prescribed.

Furthermore, it can be argued that any need to falsify had been eliminated, for the subjects had been awarded scholarships before the experiment took place. Finally, the strong interest in science and teaching, which these outstanding subjects had displayed, would seem to argue in favor of candor. Their complete cooperation was exemplary indeed.

### *Results*

It was found that the following areas of interest were significant at the one per cent level of confidence: outdoor, computational, and scientific. The social service category was significant at the two percent level.

Moreover, this pattern seems crucial to successful science teaching for several reasons. In the realm of science, it would be difficult for a teacher to function adequately without an abiding interest in science, as well as one in computation, which provides the precise measurement so necessary to research. In teaching, an outdoor interest would be essential because at the secondary level, field trips and observation of

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Mathematics Teachers at the Oklahoma State University, Stillwater, Professor James H. Zant, Project Director.

<sup>8</sup> James H. Zant, "The Mathematics and Science Teacher of Tomorrow," *The Mathematics Teacher*, Vol. L, No. 6, October, 1957, pp. 426-431.

flora, fauna, rocks, minerals, etc., naturalistically and in the laboratory are indispensable. In addition, without the human values manifested by an interest in social service, the individual might be fitted better for pure, theoretical research, than for coping with unpredictable adolescents. Undoubtedly, this combination of interests would be disclosed in enthusiasm, which is considered a priceless ingredient in the art of teaching because it has a contagious quality which enhances student motivation.

When all of these significant areas were related to specific occupations listed in the USES Code, the number of professional occupations which were derived from this interest pattern amounted to an impressive total of sixty-one.<sup>9</sup> Because the combination of the scientific and social service categories was the only one which related to the USES Code listing for secondary science teachers, the range of these two categories was examined for variability and skewness.

However, the range of raw scores was not used because it was disproportionate. As an example, the raw score range for the outdoor area was from six to eighty, whereas that of the musical area was from zero to thirty. Therefore, variability and skewness in terms of percentiles afforded a more adequate measure.

In terms of percentile range, the scientific score indicated the least variability of all the categories. Moreover, the frequency distribution was negatively skewed and the scores were clustered toward the upper limit. The lowest score was at the 58 percentile, far higher than any other lower limit. The social service category indicated a similar trend in that only two areas were less variable, however, the frequency distribution approximated the normal probability curve although the lowest score was exceeded only by the lowest score of the scientific area. Nevertheless, as is always the case whenever dealing with group norms, the composite scores mask individual differences. Therefore, considerable judgment must be exercised when counseling students whose pattern departs from the composite pattern.

Apparently, in empirical terms, the successful teaching demonstrated by the subjects validated the Kuder Preference Record, in that their patterns of interests were a crucial prerequisite for their vocation. It

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<sup>9</sup> *Kuder Preference Record, Vocational Form C, Examiner Manual*, 5th Ed., Chicago: Science Research Associates, February, 1953.

may be argued that perhaps the interest pattern is partly an outcome of the vocational endeavor, as well as a predisposing or causal factor. However, the weight of research suggests that vocational patterns tend to stabilize during the late high school years, rather than after maturity.

### *Summary*

The Kuder Preference Record was administered to forty-five outstanding male high school science teachers. The following areas of interest were significant at the one per cent level ( $P = .01$ ): outdoor, computational, scientific. The social service area was significant at the two per cent level ( $P < .02$ ). This pattern of interests, when examined in relation to the USES Code for occupational listings, was appropriate for a wide variety of professional occupations, including that of secondary school science teacher.

Moreover, the varied scientific and teaching functions necessary to successful secondary school science teaching apparently demand the pattern of interest revealed by this experiment. This seems appropriate for the teacher as an individual, as well as for his influence upon adolescents.

In conclusion, the data were judged reliable in terms of the "V" score and other criteria. Furthermore, validity on an empirical basis seemed apparent, since the Kuder Preference Record revealed an interest pattern which fitted the vocation in which the subjects had been engaged with outstanding success.

This data may be used as general orientation for the guidance and counseling of those interested in secondary school science teaching as a profession. However, caution should be exercised since this composite pattern masks individual differences.



# Some Suggestions for Emissaries of Good Will

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The United States has apparently accepted the premise that other peoples will like us better if they only get to know us better. Proceeding upon this assumption, not only the federal government but a wide variety of private organizations have become involved in sending private citizens abroad for periods varying from a few weeks to over a year.

According to the Central Index of International Exchanges over 19,000 United States citizens have already studied, trained, or taught in 120 foreign countries. Grants made under the provisions of the Fulbright Act of 1946 have made many of these experiences possible. An increasing number of "good will ambassadors" are sponsored by American communities for summer sojourns with foreign families. These are just two of the many types of programs for promoting understanding among peoples by making possible informal associations of selected representatives.

I have had the good fortune to be the recipient of one of the Fulbright Grants enabling me to teach in The Netherlands during the academic year 1953-54. There was ample opportunity to compare observations with other Fulbrighters before the close of the year. On the basis of these accumulated experiences the following suggestions are offered to those who may go abroad with the building of international good will as a primary objective:

1. Bring realistic expectations as to what one person can accomplish during the course of a sojourn abroad. Some dedicated persons who leave with lofty ambitions to eliminate international animosity have difficulty in adjusting to the much more limited possibilities that their role offers.

Often the missionary brings an exaggerated idea as to the extent of interest in things American. Not every overseas resident has a deep

interest in discussing American affairs; in some cosmopolitan circles the ground has already been extensively plowed. Carefully nurtured anti-American mythology is often retained steadfastly despite the presentation of a meticulous factual refutation.

The American emissary must derive his sense of achievement from the cumulative effect of many little contributions. He must expect to encounter some apathy and some hostility, along with a great deal of sympathetic interest.

2. Be prepared for wide variations in the extent and accuracy of knowledge about the United States. Within a group there may be some with movie-originated stereotypes of American life, some with first-hand impressions gathered as students or businessmen, and others confused by the contradictory depictions of friend and foe. The same individual may have a wealth of accurate information on one phase of American life, yet harbor major misconceptions about another. All of this, of course, vastly complicates the efforts of a person in being helpful and informative.

3. Use discretion in making comparisons between the level of living in the country you are visiting and that in the United States. Few if any other people eat such a variety of foods, dress so well, or have such a wealth of mechanical aids in dealing with their daily tasks.

While the battle of ideologies may call for our showing the material accomplishments of American style capitalism, a preoccupation with this subject can have decidedly undesirable consequences. For most of these peoples the American level of living will not be a reality for the foreseeable future. Hard working men and women will continue to toil for far more meager rewards than our people know. Outside of arousing a desire to emigrate to the United States—a desire which often is impossible of fulfillment because of our immigration quotas—the flouting of America's wealth is not likely to achieve any desirable ends.

Steering the discussion away from the mass produced marvels of American technology is not always easy, especially when one is speaking to young people. I have shown a collection of slides selected to portray America's aesthetic achievements, only to find that the greatest reaction was to the new model autos, television aerials, and other signs of material wealth that incidentally appeared in the pic-

tures. It is such unfamiliar luxuries that elicit the most questions, and the temptation to cater exclusively to this open mouthed astonishment is great.

4. Criticism of the land one is visiting is best avoided in talks to or conversations with its people. It is unrealistic to expect that any visitor for an extended period will be completely devoid of unfavorable reactions. But there is ample evidence that a people look with much more equanimity upon criticism that originates within the group than upon that which is offered by an outsider.

I have listened to a group of the nationals of a European land commenting most unfavorably upon an aspect of their nation's life in the presence of Americans, and seemingly inviting commentary from the visitors. Yet when the outsider succumbed to the temptation, and offered some corroborating evidence, he soon found himself facing a united disapproving front of natives. Keep in mind that it is not the responsibility of the American visitor to diagnose the ills of foreign nations, nor to make these lands over in the image of America.

5. Deal with the shortcomings of the United States in a forthright manner. Whether one is speaking formally to an audience, or is chatting casually with foreign acquaintances, questions about such matters as racial discrimination are very likely to be raised. Nothing is to be gained by presenting anything less than a full admission of our failure as yet to deal adequately with a number of social problems.

At the same time, however, the not inconsiderable progress which is being made toward solving these problems can be itemized. The evils that have been so effectively and savagely delineated by writers such as Richard Wright and Lillian Smith are far more familiar to many residents of foreign lands than the less spectacular remedial action taken by federal, state, and local governments. A complete airing of our dirty linen gets us an "A" for candor and rarely arouses antagonism that did not already exist.

6. And finally—don't get enmeshed in the activities of the "American colony." Few cities in the world today are without a group of Americans living, for the most part, a life apart from that of the natives of the land. Those who have chosen to go abroad to "build bridges of understanding" would seemingly be unlikely to spend their free time in Little America.

But the attractions of these little communities for the American away from home are undeniable, and sometimes the appeal grows with the passage of time. The well-intentioned visitor may find himself drawn to a familiar atmosphere of American speech, manners, and personalities there in the heart of an alien land. The opportunity to communicate regularly in English has especial appeal for those who are using a foreign tongue imperfectly or with considerable effort.

The absurdity of traveling several thousand miles to live among a people, and then minimizing one's contacts with the people, is obvious. The occasional exchange of observations with fellow countrymen living abroad is certainly of value to the serious student. But the ambassador should keep in mind that social hours spent among Americans must be subtracted from the rewarding associations that would contribute so much to the success of his mission.



# Some Individual Approaches to In-Service Teacher Education

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*Who dares to teach must never cease  
to learn.*

JOHN COTTON DANA

These words appear above the main entrance of the New Jersey State Teachers College at Newark. The college education of a teacher is generally a short span of four years. Post-college learnings of many kinds should continue a long time. Teachers who hold positions in schools that offer many organized means of in-service education are fortunate. However, those individuals who find themselves in school systems which are devoid of any organized medium for the growth of teachers while they are in service are not altogether unfortunate. There is much that an individual teacher can do to promote his own development and worth. It is imperative that college instructors of teacher education stress to future teachers the importance of supplementing college courses with individual efforts of in-service growth and development.

This article embodies the reflections of one teacher concerning some individual approaches to in-service teacher education. The article draws upon the writer's efforts at self-improvement in her eleven years of teaching in the field of business education. Some activities are of a nature that would be helpful to a teacher in any field. Others may seem to be appropriate only for business education teachers; however, even these activities may be suggestive to teachers of other subject areas.

At times a teacher does not need to leave his own school building in his attempts to grow as a teacher. It is often valuable to try to evaluate one's progress while working in the classroom. What did

some particular methods course in college teach that the objectives of a certain course offering should be? Is the teacher's course in question progressing toward the desired ends? What approaches are being used? A single-textbook approach? Or—the more desirable means of using many resources?

Some administrators have scales by which teachers can rate themselves. Does your principal have such scales? Does your principal or supervising principal have a supply of Personal Growth Leaflets published by the National Education Association? Some of the titles are immediately interest-catching. Do you or does your school subscribe to periodicals that would develop you culturally? Are you familiar with the magazine entitled, *Ideals*? One issue which was devoted to "Inspiration" contained poems with such titles as "Believe in Yourself," "Take Time to Live," and "The Fresh Courage," respectively. Such poems hold possibility of application by the teacher.

Many school libraries have volumes which would add to the general education of a teacher. The writer is familiar with a school in which the teachers themselves contributed to a general fund which is used to buy books that are thought to be of general interest to the group. Sometimes the book is professional in nature. At other times it is the latest novel of some well-known and much-respected author. In the same school the principal makes available to his teachers the texts which he has purchased for use in graduate courses that he has taken.

Salesmen of school textbooks, supplies, equipment, and furniture can take much time out of a teacher's day. Nevertheless, they often bring new learnings to a teacher, if she will but spend a few minutes. Recently, the writer was interested in bringing herself up to date in relation to what is presently being sold by office furniture companies for classroom use. At present she has in her possession several booklets on these matters that were sent to her free of charge and obligation. A variety of office layouts are depicted in color. One cannot escape noticing new trends. "L" units in office practice classes cannot only give an office atmosphere but also conserve classroom space. It is apparent that the present trend is toward ten-key machines and away from full-bank office machines. Glass fiber erasers are available for easier correction on liquid duplicator master sheets. It may be that

you have been asked to teach a brief typewriting course to college preparatory students. Are there brief-course texts on the market for attaining the objectives of such students? What questions do you have in your field of teaching? Your salesman may be able to answer some of them.

What are the latest studies in your subject area? What are the most recent recommended techniques of teaching that you might want to try? Membership in the associations of your field will bring to you many information-bearing periodicals. State bulletins are often full of helpful statements. A recent bulletin of the Department of Public Instruction of the Commonwealth of Pennsylvania, entitled *Equipment and Layout for Business Education Departments in Pennsylvania's Public Schools*, illustrates this point. The bulletin is resplendent with examples of the layouts of business education rooms. State departments of instruction offer the services of their consultants. Would you like to know the best manner in which to etch lines into your blackboards, so that your shorthand students can follow you at the blackboard and learn the placement of shorthand outlines on the line of writing? Do you have some questions concerning curriculum? It is advisable to write to one's state department of instruction.

No teacher can be an expert in every facet of his subject. For example, an office management teacher might want to profit from the many years of experience of some personnel manager. Personnel managers are often willing to visit the classroom to discuss the functions of the personnel department of some business organization. Students thus obtain firsthand information; personnel managers, on the other hand, may benefit by attracting excellent seniors. Office machine companies gladly send representatives to give demonstrations on the machines that they sell. It is of benefit to students, for example, to be introduced to an office machine that a particular school cannot afford to purchase. Representatives of a driver-training school in a certain school district are happy to visit surrounding schools both to observe the driving of students and to criticize it both favorably and unfavorably. Students' parents may hold a variety of positions that offer opportunities in many courses for teachers to plan for and to learn from classroom talks and demonstrations. Local Chambers of Commerce may be able to supply the names of a number of available

speakers.

Recently, the educational director of station WCAU in Philadelphia visited the writer's college. In the course of her dinner speech, she gave some outstanding career opportunities for women. At the conclusion of the dinner, the writer asked for and has since received the names of several key persons in various types of work for contact to learn of possible job vacancies for students who will be graduated in June. Do not pass by speakers who come to your school. A comment to the speaker at the end of his talk will at times bring you additional learnings of one sort or another. Expand your horizons every chance that you get. Take advantage of the opportunities that will broaden you and subsequently make you a more interesting teacher to your students.

Some of the audio-visual aids that are available to teachers are instructive both to teachers and to students. There are typing teachers who as students did not learn, for example, how to correct stapled sheets on the typewriter. Some companies publish pamphlets which contain many short cuts which serve as valuable additions to the learnings that students obtain from regular course textbooks.<sup>1</sup> What is more, such pamphlets may be ordered in quantity free of charge.

The periodicals of one's field are an excellent source of coupons that may be sent in request of valuable free teaching materials. Furthermore, it is wise to make a subject file which lists company names and the teaching aids that can be procured from them. A kit which includes the products of asbestos may be ordered for a future class in science. Such a kit which is obtainable from the Keasbey and Mattison Company, Ambler, Pennsylvania, contains, among other things, asbestos millboard, asbestos yarn, and asbestos carded fiber. Indeed, a novice in the teaching profession may himself never have had the opportunity to handle such products.

At times a teacher will find it profitable to go outside the walls of the school in which he teaches to promote his personal growth and development. Summer work in the advertising department of some large retail store will give much practical experience to an art teacher in learning to what capacity high school students, for example, might

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<sup>1</sup>25 *Typing Short Cuts*, Remington Rand, New York 10, New York. *Tips to Typists*, Smith-Corona, Inc., Syracuse 1, New York.



qualify for such work upon graduation. What are the steps that are taken in producing the daily battery of effective advertisements that appear in the multitude of American newspapers? What artistic ability must an individual possess if he wishes to enter such work for his livelihood?

Indeed, the world is on the march to tour all parts of the globe. A French teacher can profitably spend part of a summer learning the customs of the French. How do they live? What is the chief occupation of their land? Which foods are the favorites of the French? A teacher who has spent some time in France need not teach French as a language divorced from the customs, ways, and traditions of its people.

How much more effective will a teacher be if he captures new sights by means of his camera. Colored 2" x 2" slides are easy to make. A teacher need not forget nor try to recreate with mere words what he has seen in his travels. In fact, when scenery, objects, and locations of educational importance are captured by means of a standard or movie camera, many a teacher may benefit. Films and slides with the kindness of their owner may be passed from teacher to teacher, from class to class. Many persons can learn from such a vicarious experience.

Attendance at professional conventions yields benefits of many sorts. Who are your colleagues in other parts of the state? Are the teachers of your state preparing a bill for presentation to the state Legislature? The business educators of Pennsylvania are doing just this. As a vocational teacher, do you know the industries of your community? How much automation exists in these plants? To what extent will your future graduates of the vocational department be employed as simple push-button operators? How minute is the job breakdown in these places of industry? What are the implications for your classroom teaching?

A social-studies teacher should know that both he and his students are welcome to tour state capitol buildings and to observe the Senate and the House of Representatives when they are in session. A social-studies teacher's background should include some of the many interesting stories of state capitol buildings themselves. Such stories can serve as sure motivation of students to further study of state govern-

ments.

Indeed many opportunities abound by which a teacher can strive for self-improvement and growth. One needs but have sufficient interest to take advantage of a variety of available opportunities. Museums of art and academies of music are avenues to cultural development. Universities stand ready for study. Community workers welcome teachers into their midst. The number of individual approaches that one can suggest for in-service teacher education seems endless.

Subject matter advances. New teaching theories and practices appear. Changes in social, political, and economic thinking occur. To be effective, a teacher must keep up to date. A teacher must continue to grow professionally. A teacher must forever remain a student. Indeed—

*Who dares to teach must never cease  
to learn.*

## PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

SEPTEMBER, 1958

*Booknotes Committee:* Susan B. Riley, William A. FitzGerald, and Norman Frost, Chairman.

*Secretary to the Committee:* Jane Rush.

*Annotators for this Issue:* William Alexander, A. Edwin Anderson, Myrtle Bomar, C. S. Chadwick, Frances N. Cheney, Beatrice M. Clutch, Kenneth S. Cooper, Alfred Leland Crabb, Robert Davis, H. D. Drummond, L. M. Dunn, Norman Frost, Ruth Gillespie, T. R. Griffith, Evelyn Karr, Tuttan Larson, Ada McCaa, Christine O'Brien, Ray Palmer, Anna L. Russell, H. Craig Sipe, Warren Titus, Chiles Van Antwerp, J. R. Whitaker, Theodore Woodward.

### The Arts

ALLEN, AGNUS. *The Story of Sculpture*. Roy, 1958. 208p. \$3.50.

This is an interesting but very generalized explanation of sculptural processes in the main periods of art history. I recommend it to the layman or young student who wishes to become acquainted with the art of sculpture.

CECCHI, DARIO. *Titian*; Tr. by Nora Wydenbruck. Farrar, Straus, 1958. 232p. \$5.00.

This book will provide an interesting background to the Venetian Renaissance, centering around the artistic activities of the great master, Titian. I recommend the book to those who would enjoy a form similar to a fictional presentation with historical accuracy.

GAUNT WILLIAM. *The Observer's Book of Painting and Graphic Art*. Warne, 1958. 159p. \$1.25.

This is an excellent, compact handbook aimed primarily at the layman in art, explaining fundamentals and great art movements concisely but briefly. It is a good introduction to understanding art forms.

HALL, OLIVE A. *Home Economics:*

*Careers and Homemaking*. Wiley, 1958. 310p. \$4.25.

This book should be in use in every high school and college home economics department. The writing is directed toward the student rather than the counselor or home economics teacher. The theme of this book is that training in home economics serves the purpose of preparing for personal and home life as well as for a career.

HARVEY, JOHN HOOPER. *English Cathedrals*. 2d ed. Hastings, 1957. 191p. \$5.75.

*English Cathedrals* is most interesting because of its presentation of an architectural form as a living, organic part of a specific society, relating to but independent of its contemporary European forms. I recommend the book highly to artist or layman.

HOFFMAN, MARGARET JONES. *Sew Far, Sew Good!* Dutton, 1958. 125p. \$3.50.

I think this book would be excellent for a seamstress who has already had some sewing experience. It is written in an interesting style, illustrations are excellent and her explanations are very understandable and easily followed.

LOOMIS, ANDREW. *Three-Dimensional Drawing*; Rev. Ed. of *Successful Drawing*. Viking, 1958. 160p. \$5.95.

I would recommend the book to those who are seeking some background to commercial art techniques, but never to fine arts students since the methods and attitudes are merely shallow clichés with no real attempt for anything profound or perceptive. The book does present a basic perspective theory well.

MILNER, MARION. *On Not Being Able To Paint*. 2d ed. International Univ. Pr., 1958. 184p. \$4.50.

The author is attempting to find a reason for painting through self analysis, a means of expression through ideas rather than approaching art through knowledge of fundamentals of his craft. Ideas are important, but here I feel they are crippling to expression.

NESBETT, ALEXANDER. *The History and Techniques of Lettering*. Dover, 1958. 300p. \$2.00.

*The History and Technique of Lettering* can be summed up by its title. It is comprehensive and clear, explaining lettering from its inception as picture forms to modern methods.

SEGY, LADISLAS. *African Sculpture*. Dover, 1958. 163p. \$2.00.

*African Sculpture*, by the Director of the Segy Gallery in New York, is an authoritative explanation of the religious and cultural backgrounds that have been responsible for the highly stylized works throughout Africa. The book offers a good balance of the aesthetic and sociological approaches.

SULLIVAN, LOUIS H. *An Autobiography of an Idea*. Dover, 1957. 329p. \$1.85.

In order to best understand art, it is helpful to understand the artist. *The Autobiography of an Idea* is a book that is invaluable to the student of contemporary architecture, having grown out of the experiences and reflections of one of America's greatest architects, Louis Sullivan.

THOMPSON, DANIEL V. *The Materials and Techniques of Medieval Painting*. Dover, 1956. 239p. \$1.85.

*The Materials and Techniques of Medieval Painting* is primarily a handbook for the artist, dealing with the various components of media used in medieval art. The book is a kind of "cook book" for artists.

## Children's Literature

BARNES, ELMA O. *Letters to a Convalescent*. Pageant, 1958. 102p. \$2.50.

Forty-seven letters to a child who is ill of who is confined to his room. They are interesting and well-written; some personal, some on animal life, some about people and happenings. They should appeal to all children in the younger age group.

BOYLE, MYRL. *Lookout Mountain*. McKay, 1957. 215p. \$3.00.

The story of the adjustments a sensitive boy made, his home life being insecure and changes pushing him from one situation to another. The background gives a bit of forestry, geology, and other interests as a part of U. S. Forest Service. There is a satisfactory ending as the boy finds his place in life and finds a worthwhile position as he finishes school.

BROWN, VINSON. *How to Understand Animal Talk*. Little, Brown, 1958. 205p. \$2.75.

A book designed to bring about a better understanding of our animal friends, both domesticated and wild. Such a book should be of interest to anyone who loves and works with animals. Most appropriate for a high school level. Should give the reader some insight in dealing with animals.

BURNHAM, HELEN A. AND OTHERS. *Boys Will Be Men*. 3d ed. Lippincott, 1957. 477p. \$4.00.

This is a guide for personal conduct for adolescent boys. It also presents educational experiences related to home and family living. The book covers such topics as clothing and grooming, etiquette, jobs and marriage.

BYRON, GILBERT. *The Lord's Oysters*. Little, 1957. 330p. \$4.50.

This turn-of-the-century account of a boy's life on the Chester River, Maryland, tells of fishing, crabbing, and other rivermen activities. The story is told in first person, and



gives the reader a growing boy's interpretation of life about him, his shiftless father, his loving mother, and the ability of the group to just get by. High school reading.

CHURCH, RICHARD. *Dog Toby*. Day, 1958. 192p. \$2.75.

Fritz had nothing in the world except his dog, and when the dog ran into danger, he defied reason, guards, and patrols to save him. The scene is laid in Europe, in a war-torn area, where fear is present on every hand. Fritz, with two friends, has a big part in restoring peace and the threatened freedom—all because of his love for his dog. Upper elementary reading.

DU BOSE, LA ROCQUE. *Aye, Aye, Sir!* Lothrop, Lee, 1958. 173p. \$3.00.

Henry's father was captain of the ship, but Henry called him captain; and the captain called Henry "Mr. Wilson." When the ship was wrecked in the South Pacific, discipline was maintained, but Henry found opportunity to make a helpful friendship with Lu Boo, the chief's son. Just right for boys, 10 to 14.

EMERY, ANNE. *First Orchid for Pat*. Westminster, 1957. 187p. \$2.75.

A high school love affair in which Pat Marlowe and Tim Davis try to see the problem of Tim's being away in school in a mature way. Seeking other interests Pat goes out for dramatics, makes a whole new circle of friends and begins to grow up when she realizes that without Tim her new interests are not satisfying. Though she still loves Tim, she wants to go to college.

ETS, MARIE HALL. *Cow's Party*. Viking, 1958. 32p. \$2.50.

When Cow decides to have a party, it is a very delightful affair, even though some of her guests do not like the refreshments. The author, with her understanding of small children, has written and illustrated a story sure to please the picture book age of 2-5 with its gait and humor.

FISHER, AILEEN LUCIA. *Runny Days, Sunny Days*. Abelard, 1958. 126p. \$2.75.

The rhythm and gait of these poems will appeal to children, ages 6-10. The author has illustrated each poem with attractive

silhouettes. Fine selection for school and public libraries.

FLACK, MARJORIE. *Ask Mr. Bear*. New Ed. Macmillan, 1958. unp. \$2.00.

A reprint of a popular picture book for very young children. The gay and simple illustrations are ideally suited for a first book for ages 2-4.

FRISKEY, MARGARET. *Mystery of the Gate Sign*. Children's, 1958. unp. \$2.50.

Reading the gate sign at the zoo was hard for the three rabbit brothers. But to a child, just beginning to read, it will not be a mystery. Picture book for ages 4-7.

GAY, ZHENYA. *Bits and Pieces*. Viking, 1958. 63p. \$2.50.

This collection of lively and gay poems, mostly about animals, is perfect for reading aloud to young children. Attractively illustrated by the author.

GILMORE, EDITH SPACIL. *Betty Carroll's Adventure*. Lothrop, Lee, 1957. 188p. \$2.75.

Teenagers, reading this entertaining account of a seventeen-year-old American girl and the English cousin in whose home she goes to live, will experience a stimulating example of tolerance and will get a fine picture of tolerance and will get a fine picture of international understanding. Titles of books well worth teenagers reading are sprinkled throughout.

*The Golden Book of Animals*. Simon, 1958. 96p. \$2.95.

Short, informative sketches of familiar as well as less familiar animals inhabiting all parts of the world. Illustrated by photographs. Recommended for ages 8-12.

GREENE, CARLA. *I Want to be a: Postman, Road-BUILDER, Storekeeper, Telephone Operator*. Children's, 1958. unp. \$2.00 ea.

Four additions to the "I Want to Be" series. These books, with their simple but informative text and limited vocabulary are ideally suited to the needs of the beginning reader, ages 6-8. Sturdy, reinforced binding make these a good choice for school libraries. Recommended.

HALL, MARJORY. *Three Stars for Star Island*. Funk, 1958. 210p. \$2.95.

A most enjoyable story of a young girl who is a sophomore in college, and who suddenly finds herself the director of the girls' camp in Maine where she has had two previous years of experience as a counselor. Her skill in working out the problems of both the campers and staff; and the way in which her whole family rallies to her cause and helps her in both the physical as well as the financial management makes for a most interesting story which should have great appeal to the teenage girl. It would be particularly enjoyed by girls who have enjoyed camping experience.

HIGGINS, HELEN BOYD. *Walter Reed, Boy Who Wanted to Know*. Bobbs-Merrill, 1958. 192p. \$1.95. Childhood of Famous Americans series.

Biography of a famous American written for the intermediate child. Stresses in conversational form the inquisitiveness of an active boy.

HILL, MARGARET. *Senior Hostess*. Little, Brown, 1958. 276p. \$3.00.

Beth Dean has been promoted to senior hostess. This requires a refresher course which includes a trip to Hawaii and an airlines style show! Beth's new assignment takes her to Fairbanks, Alaska. Her adventures include training a scatterbrained junior hostess and another meeting with Bruce Harcourt. Easy and interesting reading.

HUBBELL, HARRIET WEED. *Surprise Summer*. Westminster, 1958. 175p. \$2.95.

Interesting story. A sixteen-year-old artist, daughter of a small town minister, finds herself as an individual, learns that she is not a "modern" artist and finds a heart interest. The story follows her through three weeks of art school, weeks of running home and family after her father's injury and weeks as waitress at Honeysuckle Inn in the heart of an art colony.

HUTCHINS, ROSS E. *Strange Plants and Their Ways*. Rand McNally, 1958. 96p. \$2.95.

The young naturalist will thoroughly enjoy this informative account of some of the

strange and unusual plants of the world, such as the flesh eating, Venus flytrap, lichens, plant parasites, the Jumping Bean's secret and many others. Illustrated with photographs by the author. Ages 10-up.

HYNDMAN, JANE ANDREWS. *Dance to My Measure*. Messner, 1958. 188p. \$2.95.

The struggles of Shelby Andrews to prove her talent for ballet to her disapproving father make interesting reading. The story goes with her to school—an accredited school that majors in performing arts, to summer stock as apprentice where she realizes she prefers to be a choreographer rather than performer. We see her take the responsibility for a musical in which she learns that people are as important as knowledge.

JAGENDORF, MORITZ. *Noodlehead Stories from Around the World*. Vanguard, 1957. 302p. \$3.50.

A noodlehead is one who is not capable of straight and clear thinking, so his behavior is often silly and stupid. This collection of folk tales concerning these silly fellows have been gathered from thirty-six countries where they have been the source of laughter and amusement for generations.

JOHNSON, JOHANNA. *Great Gravity, the Cat*. Knopf, 1958. 66p. \$2.50.

Gravity, the cat, is the proud pet of his family. Suddenly one day, he discovers that he is no longer the center of attention. A baby has taken his place. His problem is solved when he and the baby join forces. Illustrated by Kurt Wiese. Ages 8-12.

JONES, ADRIENNE. *Where Eagles Fly*. Putnam, 1957. 256p. \$2.95.

Nate retreated into daydreams after the death of his father, but his return to interest in actual experiences began again as he centered his hopes on a climb up Mt. Humphreys on his fifteenth birthday. In the experiences of camping in the Sierras, he finds a zest for living and discovers the true nature of his problems. The book will interest high school readers who enjoy outdoor life.

KAMM, JOSEPHINE. *Gertrude Bell: Daughter of the Desert*. Vanguard, 1956. 191p. \$3.00.

A mature, objective biography of a woman who, at the turn of our century, was a pioneer in many fields. This book will have much appeal to junior and senior high school girls, because of the daring and at the same time the devotion of this "daughter of the desert." The writing is literate and lucid, and contains much from the personal writing of the famous explorer. Recommended.

KRAUS, ROBERT. *I, Mouse*. Harper, 1958. 32p. \$1.75.

Mouse, wanted above all else to be loved and accepted by the family with whom he lived, but the family thought otherwise until Mouse proved himself a hero and captured a burglar. Children 4-7 will thoroughly enjoy the humor of this story as well as the delightful illustrations by Robert Kraus.

LAMBERT, JANET. *We're Going Steady*. Dutton, 1958. 182p. \$2.75.

This is a discussion of many of the social and family problems met with by the modern teen-ager. It is very cleverly done and would prove most helpful to both teen-agers and their parents. Having practically no plot, it would be read mainly for guidance.

MAUROIS, ANDRE. *The French Boy*. Sterling, 1957. unpag. \$2.75.

This delightful story by a well-known French author gives an insight into life in a French home and school. The author's son has illustrated the text with excellent photographs showing the French boy's activities during an entire day. Recommended for public libraries and schools, grades 3-5.

MOORE, BEATRIX T. *Swim for It, Bridget!* Morrow, 1958. 80p. \$2.50.

Tim had all the love a boy feels for his first dog, an Irish water spaniel puppy. After careful planning and training, with the help of his old friend who knew all there was to know about dogs, the puppy breaks the swimming record established years before. Boys of 7-10 will enjoy this absorbing story.

MUNCH, THEODORE W. AND M. V. DEVAULT. *The Road Runner*. Steck, 1958. 30p. \$1.50.

A vivid picture of a strange bird, known by many names in the Southwest and Mexico, makes a fascinating read-it-yourself story for children, 7-10. Sturdy binding for library use. Beautifully illustrated.

OBERREICH, ROBERT. *Johann's Magic Flute*. Bobbs-Merrill, 1958. 165p. \$2.75.

The castle at Salzburg has caretakers, and they have children. The touching story of how the group plans a puppet-show to send a sick comrade to a sanitarium will delight upper grade children.

PALLAS, NORVIN. *The Counterfeit Mystery*. Washburn, 1958. 184p. \$2.75.

Ted Wilford fans will welcome this sixth mystery in which he is the hero. This has counterfeit trading stamps that federal officers think may be a trial run for counterfeit money, hobo camps, floods, an innocent suspect. For junior high children.

PAULLIN, ELLEN. *No More Tonsils*. New Ed. Beacon, 1958. unpag. \$2.00.

An exceptionally well-written book—for children and in a child's language. It should help parents to prepare a child for an experience which he might fear.

ROUNDS, GLEN. *Whitey and the Wild Horse*. Holiday House, 1958. 90p. \$2.25.

The little cowboy, Whitey, and his cousin, Josie, continue their adventures on their uncle's ranch by capturing and taming a wild horse. The western atmosphere of this adventure story will appeal to boys and girls of 7-11.

SCHEIB, IDA. *The First Book of Food*. Watts, 1956. 65p. \$1.95.

This is a child's book which tells how food is grown, or made, and the history of some of the things we eat. Also included are directions for making a few simple foods such as butter and cottage cheese. This is an excellent reference for units in the lower elementary grades.

SCHLEIN, MIRIAM. *The Big Cheese*. W. R. Scott, 1958. unpag. \$2.95.

A folk story in which a farmer makes a cheese "Fit for a King." His adventures as he attempts to take his cheese to his king



as a gift make entertaining reading for the small reader of 6-9. Reinforced binding for library use.

SNYDER, LOUISE LEO. *The First Book of World War I*. Watts, 1958. 94p. \$1.95.

A book for young readers. It is clear and well illustrated although the use of such terms as "good nationalism" and "bad nationalism" suggests a "writing down."

SOOTIN, LAURA. *Let's Go to a Bank*. Putnam, 1957. 45p. \$1.95.

A visit to the bank shows the young reader how the bank officials take care of the depositor's money and how records are kept of each person's account. Suitable for grades 4 and 5 in the study of aspects of community life.

SOOTIN, LAURA. *Let's Go to a Farm*. Putnam, 1958. 47p. \$1.95.

The city child is introduced to the endless and varied work that is carried on by the farmer in providing the food needed by all. Discussed the various machinery used in farming, farm animals, and the planting and harvesting of crops. Good material for the social studies in the lower grades.

THOMAS, HENRY. *Sister Elizabeth Kenny*. Putnam, 1958. 126p. \$2.00.

This is a dramatic account of how Sister Kenny discovered and introduced her method of treating victims of paralytic polio. It will be read with interest by anyone.

THOMAS, HENRY. *Thomas Alva Edison*. Putnam, 1958. 128p. \$2.00.

A well-told story filled with anecdotes which make Edison live again in the minds of youth. Edison's sense of values stands out. Highly recommended.

TITUS, EVE. *Basil of Baker Street*. McGraw-Hill, 1958. 96p. \$2.75.

Basil, the Sherlock Holmes of the mouse world, modeling his detective work after his idol, solves the mystery of the kidnapped mouse twins. Children 8-12 will appreciate the charm and humor of this story.

WEBBER, IRMA. *It Looks Like This*. W. R. Scott, 1958. unpag. \$2.00.

The four mice who lived in a barn found out that one object can look many different ways, depending on one's viewpoint. Illustrates the importance of respecting others' opinions. Picture book for ages 6-8.

WILLIAMS, JEANNE. *To Buy a Dream*. Messner, 1958. 192p. \$2.95.

Barbara Castle has a difficult time making a home for her father and young brother. Tommy rescues a Mexican. Don Raymundo, poet, writes a script of the Mexican Nativity play for Barbara's Little Theatre group. Barbara bravely and wisely selects Dave Paulson, an agriculture student, the Little Theatre, home and family when Broadway beckons.

WORCESTER, DONALD E. *Lone Hunter's First Buffalo Hunt*. Walck, 1958. 92p. \$2.25.

Narrow escapes and plenty of thrills are in this story. Two boys find a buffalo herd, but the older warriors would not listen to them. The boys skip out of camp and find enemy warriors near the herd. Children 7-11 will be interested in seeing how it ends.

YOUNG, JOHN RICHARD. *Olympic Horseman*. Westminster, 1957. 223p. \$2.75.

Don Revere meets many problems as he prepares his gallant horse for the Olympic Games. Last minute changes keep interest keen as victory hangs in the balance. Absorbing, authentic account for high school horse lovers. Recommended.

ZIM, HERBERT S. *Ostriches*. Morrow, 1958. 64p. \$2.50.

A factual book telling how ostriches differ from other birds in their physical make-up and habits of living. Well illustrated by Russell F. Peterson. Ages 8-12.

## Education and Psychology

ABRAHAM, WILLARD. *Common Sense about Gifted Children*. Harper, 1958. 268p. \$3.75.

The clearly written, authoritative book should become a standard reference for educators in serving gifted children. In an area of confusion, the author has indeed assumed a common sense approach.



BARON, DENIS AND H. W. BERNARD. *Evaluation Techniques for Classroom Teachers*. McGraw-Hill, 1958. 297p. \$5.50.

This book is designed to present the basic features of tests and testing in simple, non-technical language. Other techniques of evaluation such as sociograms, anecdotal records, and inventories are given less emphasis. Every chapter has a brief summary, an annotated bibliography and discussion questions. A glossary of lettered terms is included. Designed for use as a college text, the book should also be useful for teachers in service.

ANDREW, D. C. AND R. D. WILLEY. *Administration and Organization of the Guidance Program*. Harper, 1958. 330p. \$4.50.

A practical guide for administrators or guidance counselors, showing the place of guidance service in the total educational program and how it can be organized and administered in the school.

BURR, JAMES B. *Student Teaching in the Elementary School*. 2d ed. Appleton, 1958. 459p. \$5.75.

For the student teacher who needs to know the detailed answers to his problems this revision of an originally excellent text will be a most valuable resource. It is inclusive and very complete using listed items and multiple questions under broad paragraph headings thus making almost a catalog of information, direction, and suggestion.

CUTTS, NORMA E. AND NICHOLAS MOSELEY. *Teaching the Bright and Gifted*. Prentice, 1957. 268p. \$4.25.

The book meets its purpose in providing a practical guide for teachers who are attempting to extend better educational opportunities to gifted children and adolescents.

GRAMBS, JEAN D. AND OTHERS. *Modern Methods in Secondary Education*. Rev. Ed. Dryden Pr., 1958. 700p. \$5.90.

This revision of a popular general methods book is an improvement over the first edition. The strength of the book lies in its specific

"how-to-do-it" suggestions on many teaching problems in high schools.

HAMBURG, MORRIS. *Case Studies in Elementary School Administration*. Bur. of Pubs., 1957. 114p. \$2.50.

A helpful collection of cases with questions for discussion. Could be used in principal's study groups and college classes.

HARRISON, RAYMOND H. AND L. E. GOWIN. *The Elementary Teacher in Action*. Wadsworth, 1958. 298p. \$4.95.

This book could serve as an introductory survey to the field of elementary school teaching. The text is presented under the headings of the responsibility, the job, and the profession. It contains many photographic illustrations and subjects and name indices. The 283 page length of the book necessitates a very rudimentary treatment of the many facets of teaching. Quite readable but full of unsupported generalizations.

HUNNICUTT, CLARENCE W. AND W. J. IVERSON. *Research in the Three R's*. Harper, 1958. 446p. \$6.00.

A collection of 78 research reports on reading, writing, and arithmetic, selected by the editors as significant to the elementary teacher in helping her meet situations as they arise in the classroom by giving her a broad understanding of the reasons behind methodology. An excellent text for courses in principles of elementary education.

HUTT, MAX L. *The Mentally Retarded Child*. Allyn, 1958. 334p. \$4.50.

A psychoanalytic approach has been taken by the author in preparing this book. Heavy emphasis is given adjustment problems of the child and his parents. This volume maybe of most value to clinical psychologists.

LAMBERT, HAZEL M. *Teaching the Kindergarten Child*. Harcourt, 1958. 360p. \$5.75.

The author believes that children must grow and learn as individuals and that there are no set formulas for learning. She stresses the necessity of proper environment for learning according to the child's needs and development. Certain principles and methods of presenting creative educational experiences to the young pre-school child are discussed.

MEADOWS, THOMAS. *Psychology of Learning and Teaching Christian Education*. Pageant, 1958. 393p. \$4.50.

The author has selected from the general field of psychology those topics and problems that may be adapted to the training of Christian workers. These topics and problems include motivation, counseling, personality, and the learning process. The success of the book rests upon the skill with which the author makes pertinent applications of facts and principles of psychology. In this respect he has done a commendable job. The book is also written in a clear, simple style.

MEADOWS, THOMAS. *Psychology of Learning and Teaching Christian Education, Manual to Accompany the Text*. Pageant, 1958. 98p. \$2.00.

A manual designed to be used in connection with the author's book bearing the same title. The manual included projects for discussion, and a series of objective examinations to be used for self-checking.

MILLER, ISABEL AND OTHERS. *Guidebook for Elementary Student Teachers*. Crofts, 1958. 183p. \$2.25.

If a supervising and/or student teacher should feel a need for the minimum operational procedural forms in a single binding this guidebook would have value. Informational content in minimal but bibliography is well selected.

MONTAGU, ASHLEY. *Education and Human Relations*. Grove, 1958. 191p. \$1.45.

This little book will serve as a tonic for those who feel overwhelmed by the current emphasis in literature drumming the omnipotence of technology in the American scene. It is a collection of eleven articles written by the author and published elsewhere. The author stresses the importance of teaching human relations as a foundation for all other learnings. The theme of natural cooperation and goodness is presented as opposed to the theme of natural competition and aggression. The book is written in an engaging style.

MORGAN, LUCY CALISTA. *Gift from the Hills; With LeGette Blythe*. Bobbs-Merrill, 1958. 314p. \$5.00.

This is the inspiring story of an unique school. Miss Morgan's whole life has been spent in the North Carolina mountains where her dream of reviving the fading tradition of the Appalachian Mountains handicrafts has become a reality. The growth from a small community school to a national and international school has been a struggle, and it is a tribute to its founder.

MULDOON, MARY WARREN. *Learning to Teach*. Harper, 1958. 287p. \$3.50.

Practical teaching techniques of an experienced educator are here presented, giving the young inexperienced beginner specific suggestions on classroom procedure. This book has been described as "Horse sense applied to pedagogy." An invaluable guide for the young teacher.

REEDER, WARD GLEN. *A First Course in Education*. 4th ed. Macmillan, 1958. 644p. \$5.90.

The fourth edition of this standard text contains recent data. The format of the book is unattractive; the illustrations of poor quality. The book written for use in an introductory course in education, presents an overview of the field of education.

SMITH, NILA BANTON. *Read Faster; and Get More from Your Reading*. Prentice-Hall, 1958. 393p. \$5.95.

The author, professor of education and director of New York University's Reading Institute, presents her own tested methods which have helped many adults increase their reading speed and comprehension, thus contributing to success in the business world and pleasure in leisure hours.

SIEPMANN, CHARLES ARTHUR. *TV and Our School Crisis*. Dodd, Mead, 1958. 198p. \$3.50.

This survey of the educational possibilities of television in schools and colleges answers many of the controversial questions concerning its use as a medium of instruction. In the author's opinion, it would be invaluable in helping relieve the acute shortage of qualified teachers. However, he does not claim it is the cure-all for our educational troubles. An important book for all concerned with the problems of education which face us today.

SPRADLING, SISTER MARY CYPRIAN. *Speech Correction; The Proceedings of a Workshop . . .* Catholic Univ. of Amer. Pr., 1958. 172p. \$2.75.

This book is a compilation of lectures presented by a number of authorities in the field of speech and hearing therapy and represents their current views on the various disorders of oral communication. It should be of particular value to the student interested in a concise survey of the field.

STRATEMEYER, FLORENCE B. AND MARGARET LINDSEY. *Working with Student Teachers*. Teachers Coll., 1958. 502p. \$4.75.

If all teachers serving as supervisors of student teaching could take time for contemplative reading of this book the quality of their service would improve astoundingly. The discussion is complete, practical and sufficiently detailed to cover ALL aspects of this important relationship. Here may well be the "bible" for the supervising teacher.

THRALLS, ZOE AGNUS. *The Teaching of Geography*. Appleton, 1958. 339p. \$3.75.

A long-awaited guide to effective geography teaching, by one of the nation's leaders in geographic education. This volume should be on the desk of every geography teacher in American schools.

## Health and Education

BOYD-ORR, JOHN BOYD ORR. *The Wonderful World of Food*. Doubleday, 1958. 67p. \$3.45.

This is a very excellent source book for information concerning foods usable for units of study in the upper elementary grades. It is written by the first Director General of the U.N. Food and Agricultural Organization. The fine color illustrations add much to the book. This book should have much appeal to young students.

HAAG, JESSIE HELEN. *School Health Program*. Holt, 1958. 533p. \$6.50.

This well-written book covers the school health program in eight parts. It shows the functions of parents, pupils, adminis-

trating teachers, nurses and other community workers. There are suggestions for units to be taught. Each chapter has good references. The book also contains an appendix with helpful suggestions to help implement a program.

HUMPHREY, JAMES HARRY. *Elementary School Physical Education*. Harper, 1958. 330p. \$4.75.

The author presents the concept that physical education has a definite contribution to make to the elementary child's learning experience, and that the physical education program can be satisfactorily integrated with other curriculum areas to give the child a clearer understanding of those studies.

PATTISON, MATTIE AND OTHERS. *Teaching Nutrition*. Iowa State Coll. Pr., 1957. 212p. \$3.95.

This book is designed to be used by teachers, public health workers, and by leaders who are interested in fostering good nutrition practices. One of the outstanding features of the book is the providing of educational procedures for introducing nutrition to different age groups.

PEYTON, ALICE B. *Practical Nutrition*. Lippincott, 1957. 379p. \$4.50.

This book contains a simple practical presentation of nutrition, diet therapy and food economics. Since it is written in non-technical language the book would be usable for many purposes.

## Library Science

KOGAN, HERMAN. *The Great Eb*. Univ. of Chicago Pr., 1958. 338p. \$4.95.

The history of the *Encyclopedia Britannica*, how it was edited and sold, is well told, from its beginnings in 1768 to the present. A wealth of personal detail and a lively style make this a highly readable account.

## Literature

ALLEN, JERRY. *The Thunder and the Sunshine*. Putnam, 1958. 256p. \$4.50.

A highly readable biography of Joseph Conrad. Stress is placed on the early years,



especially the novelist's boyhood in Poland and Russia, and on a youthful love affair that supposedly figured in his fiction. The book will appeal more to laymen than to scholars.

BOYD, THOMAS A. *Professional Amateur*. Dutton, 1957. 242p. \$4.50.

This is the story of the life of Charles Franklin Kettering—an interesting and exciting account of one of America's great men.

CURLE, RICHARD HENRY PARNELL. *Joseph Conrad and His Characters*. Essentials Bks., 1957. 254p. \$6.00.

This is a study of the main characters in six of Conrad's major novels. Written by a close personal friend of the novelist, the book seems more psychological than literary. It is interesting largely because it includes many of Conrad's own views as expressed in personal letters and conversations.

DAICHES, DAVID. *Milton*. Rinehart, 1957. 254p. \$1.50.

A critical analysis and evaluation of the poems of Milton in chronological order with some discussion of the prose works as well. A modest text in size, but substantial in its contribution to a juster appreciation aesthetically of Milton's genius.

DAVIDSON, DONALD. *Southern Writers in the Modern World*. Univ. of Ga. Pr., 1958. 76p. \$2.50. Eugenia Dorothy Blount Lamar Memorial Lectures, 1957.

This book consists of the three lectures given by Dr. Davidson at Mercer University. These were the first of the annual Eugenia Dorothy Blount Lamar Lectures. The first lecture gives an enlightening history and background of the Fugitive group at Vanderbilt, of which Dr. Davidson was a member. He discusses some of the groups motives and methods. His second lecture deals with the South and its literary contributions during the years 1930-1940 and the growing antagonism between the North and South. In his last lecture he concerns himself with whether the university needs the creative writer or if it is the writer who needs the university. A well-written and very interesting study.

FRANKLIN, BENJAMIN. *Autobiog-*

*raphy of Benjamin Franklin*. Fine Editions, 1957. 240p. \$3.95.

A very attractive edition of a literary masterpiece. Contains also selections from Poor Richard's Almanack and other papers.

GREEN, CLAUD B. *John Trotwood Moore: Tennessee Man of Letters*. Univ. of Ga. Pr., 1957. 189p. \$4.00.

This is a factual, and in part an imaginatively colorful account of one of Tennessee's colorful and creative figures.

GRIDER, GEORGE W. *War Fish*. Little, Brown, 1958. 282p. \$4.00.

A first hand story of U.S. submarines in the Pacific during World War II, this personal story of an officer who became a commander has human interest and real thrills. It tells of a kind of warfare that was short but deadly. Submarines of the present are quite different.

SANDERLIN, GEORGE. *College Reading*. 2d ed. Heath, 1958. 1042p. \$6.50.

A revision of a well-known text with significant additions—selections on reading improvement, twice the number of essays for opinion, substantial portions of seven English and American novels. This is a book so comprehensive and rich in content and so attractive in form as to make a very wide appeal.

THODY, PHILIP. *Albert Camus: A Study of his Work*. Macmillan, 1957. 155p. \$3.75.

As the first critical work in English on this important author this text is most welcome. It traces the development of the writer as reflected in his plays, novels, and philosophical treatises. Written with sympathy and discernment, it should give its readers an ampler and truer orientation to this mid-century figure.

VITTORINI, DOMENICO. *High Points in the History of Italian Literature*. McKay, 1958. 307p. \$4.75.

A series of essays on selected authors and subjects arranged in chronological order from the time of Dante to the present and covering drama, fiction, poetry, criticism. Quotations are in both Italian and English. Pleasing in style, perceptive in nature, highly informative and helpful—these will be very helpful to many readers.



## Reference

BATES, RALPH SAMUEL. *Scientific Societies in the United States*, 2d ed. Columbia Univ. Pr., 1958. 297p. \$6.50.

This account of the development and influence of scientific societies in the United States covers their history from the beginning in the 18th century to the present. The last chapter has been given to "The Atomic Age, 1945-1955."

EELLS, WALTER CROSBY. *College Teachers and College Teaching*. Southern Regional Education Bd., 1957. 282p. \$2.00.

Because enough college teachers cannot be trained to fill the increasing personnel needs of higher institutions, a re-evaluation of the role of the faculty member and of teaching methods in higher education will have to be made. The present annotated bibliography has been compiled to show what "has been done, thought, and reported" previously on the above problem.

## Science and Mathematics

BENNETT, CLARENCE E. *Physics Problems*. Barnes and Noble, 1958. 240p. \$1.75.

An unusually helpful book for college physics students. This addition to the College Outline Series presents an explanation fundamental to understanding solved problems in the several areas of physics and concludes with a number of similar problems to be solved.

HALNAN, K. E. *Atomic Energy in Medicine*. Philosophical Lib., 1957. 157p. \$6.00.

The book, while somewhat technical, was written to help non-professional people to understand some of the uses of atomic energy in medicine.

HAZLETT, THEODORE LYLE AND W. W. HUMMEL. *Industrial Medicine in Western Pennsylvania, 1850-1950*. U. of Pittsburgh Pr., 1958. 301p. \$6.00.

This interesting book offers a broad out-

line showing the developments in areas as surgical medicine, preventive medicine, and medical engineering. The developments in some industries are used to show general developments. It attempts to show the role of medicine in industrial developments since 1850.

NEWCOMB, ELLSWORTH AND HUGH KENNY. *Miracle Fabrics*. Putnam, 1957. 160p. \$2.25.

The interesting story of the development of the use of major fibers along with the newer synthetic is told in this small volume. This would be a valuable book of units of work in the upper elementary grades.

POOLE, LYNN. *Frontiers of Science*. McGraw-Hill, 1958. 173p. \$3.25.

Written by a well known authority on science, this book discusses in simple, understandable language the latest developments in various scientific fields and the changes which they are bringing into our lives. Some of the subjects included are infrared photography, the harnessing of solar energy, the problem of burying waste products of atomic energy, new methods of locating mineral deposits, and many other subjects of interest to the budding scientist.

SEYMER, LUCY RIDGELY. *A General History of Nursing*. 4th ed. Macmillan, 1957. 362p. \$5.50.

This fourth edition is interesting and well-written. It is planned primarily for students in the school of nursing, but will be of interest to anyone who might want a picture of nursing on a world-wide basis.

## Social Science

ALLEN, AGNUS. *The Story of Archaeology*. Philosophical Lib., 1958. 245p. \$4.75.

This is a clearly and simple told account of the development of archaeology. The account deals chiefly with discoveries in Europe, Egypt and the Near East. Excellent for reference in high school libraries, or as an easily read report for interested adults.

ALLEN, AGNES. *The Story of Clothes*. Roy, 1958. 260p. \$3.50.

The history of clothing from the early

Egyptians to the present era is given in this book. Illustrations add to the effectiveness of the content. The student of costume design would profit from having read this small but interesting book.

BENNETT, CLINTON W. *Standard Costs . . . How They Serve Modern Management*. Prentice-Hall, 1957. 515p. \$10.65.

The content organization of this book parallels the procedures the cost consultant would follow in working through a firm's problems with his client. These procedures apply to a business of any size. Emphasis is placed on the role of costs as important tools of management.

BOWEN, CATHERINE. *The Lion and the Throne*. Little, Brown, 1957. 652p. \$6.00.

This is one of the best historical biographies of recent years. It is more than a life of England's great jurist Edward Coke; it is a history of politics in the time of Elizabeth and the early Stuarts. Highly recommended for college and public libraries.

BRUMMET, R. LEE. *Overhead Costing: The Costing of Manufactured Products*. Univ. of Mich., Bur. of Bus. Res., 1957. 157p. \$5.00.

This monograph deals with the overhead costing of products and its relevance to income determination, the planning for net income, the management viewpoint with special reference to pricing decisions and cost control; and a review of overhead costing products for financial accounting purposes. Various concepts of overhead costs of products are explored from several points of view in an attempt to clarify the problems involved.

HOFFMAN, JAMES W., ED. *Concerns of a Continent*. Friendship Pr., 1958. 166p. \$2.95.

A challenging and enlightening survey of the progress, problems and concerns of the countries of North America and her island neighbors. Special attention is given to the religious life of each country and to the opportunities for growth and service open to Protestant Christianity.

HOUSER, THEODORE V. *Big Business and Human Values*. McGraw-Hill, 1957. 103p. \$3.50.

Written by one of America's outstanding business men, the book contains an account of policies and practices found successful by Sears, Roebuck and Company. Although written by a representative of "big business," the book is concerned with the basic business problem of human relations applicable to business concerns of any size.

NADLER, GERALD. *Work Simplification*. McGraw-Hill, 1957. 292p. \$6.50.

This book is for those who want to learn or teach the application of the principles of work simplification. It explains the techniques of work simplification and how they are used. The organization of chapters is directly related to each step in the scientific approach for solving problems.

THOMAS, DAVID A. *Accelerated Amortization*. Univ. of Mich., Bur. of Bus. Res., 1958. 104p. \$5.00.

This monograph has been developed from a dissertation based upon materials from a study of Congressional Hearings, House and Senate Reports, and other materials having a bearing on the inducement to invest provided by accelerated tax amortization. Emphasis is given in the analysis to the administrative application of legislation authorizing use of the device during the period from 1950 to the present.

## Text

CLIFTON, CHARLES E. *Introduction to the Bacteria*. 2d ed. McGraw-Hill, 1958. 558p. \$7.50.

A well-written, adequately illustrated and excellently indexed textbook that would meet the needs of a first course in bacteriology.

DAVIES, DANIEL R. AND R. T. LIVINGSTON. *You and Management*. Harper, 1958. 272p. \$4.50.

This book is intended for those who would like to consider management as a career or to advance in management. It is well-organized and interestingly written.

EKBLAW, SIDNEY E. AND DONALD J. D. MULKERNE. *Economic and Social Geography*. McGraw-Hill, 1958. 415p. \$4.56.

A successor to *Influences of Geography; on Our Economic Life*, this high school geography text is organized in terms of the great climatic regions and realms. Photographs are excellent but black-and-white maps are few. Especially strong features are the study guides.

FINNEY, H. A. AND H. E. MILLER. *Principles of Accounting: Introductory*. 5th ed. Prentice-Hall, 1957. 757p. \$9.25.

This textbook considers the needs and interests of the non-major in accounting as well as major. As in the first edition, the corporate non-trading approach is used. Some change has been made in chapter sequence; up to date terminology has been included and there is increased emphasis on theory. Ample assignment material is provided.

GILLESPIE, CECIL. *Cost Accounting and Control*. Prentice-Hall, 1957. 824p. \$10.60.

This textbook covers all sizes of enterprises; pays special attention to reports for management and managerial uses of cost accounting; presents organizational charts and plant layouts together with complete reports in the actual format used in manufacturing enterprises. Ample problem work is provided.

PERRY, ENOS C. AND OTHERS. *Clerical Bookkeeping*. Pitman, 1957. 220p. \$2.72.

This book is designed for a practical first-year course in bookkeeping at the high school level. It presents all of the recordative processes of bookkeeping. It minimizes the account aspect of bookkeeping and concentrates on the procedures and processes necessary for the kind of work high school graduates are likely to do in office.

RICHTMEYER, CLEON C. AND FOUST, J. W. *Business Mathematics*. 4th ed. McGraw-Hill, 1958. 412p. \$5.75.

A textbook designed primarily for college

classes that include students with only elementary and secondary math background who are preparing to teach business arithmetic in secondary schools or to enter the field of business.

SAX, HILARY H. *Shortened C.P.A. Problems*. Prentice-Hall, 1957. 303p. \$5.35.

This book contains 75 problems taken and edited from actual C.P.A. problems. Sixty-four of the 75 problems have been shortened by reducing much arithmetic computation and detail to focus on the principles involved. Preceding nearly every problem is an explanation of the starting point and the actual steps to follow in its solution.

SKAR, ROBERT OLAF AND OTHERS. *Personal Business Law*. 2d ed. Gregg, 1957. 582p. \$3.76.

This textbook represents a major revision of the first edition; but the emphasis on business law for personal use has been retained. Each of the 48 parts of the text begins with a problem situation; personalized approach is used to create interest; legal concepts and principles developed are summarized at the end of each part; ample vocabulary work, case problems, discussion questions and other learning activities are provided.

## List

American Council on Education. Committee on Student Personnel Work. *The Administration of Student Personnel Programs in American Colleges and Universities*. The Coun., 1958. 46p. \$1.00.

BRAGDON, HENRY W. AND S. P. McCUTCHEN. *History of a Free People*. rev. ed. Macmillan, 1958. 735p. \$5.32.

Cooperative Program in Educational Administration. *An Appraisal of the Internship in Administration*. Teachers Coll., 1958. 58p. \$1.00.

*Cultural Graded Readers French Series; Elementary*, v. 1-3. American Bk., 1958. \$.90, ea.

CUTRIGHT, PRUDENCE AND OTHERS. *Macmillan Social Studies Series*, Grades 3-6. Macmillan, 1958. \$2.88, 3.12, 4.20, 4.20, 4.00, 4.08.

HOMBERGER, CONRAD P. AND OTHERS. *Foundation Course in German*. Heath, 1958. 430p. \$4.50.

IBANEZ, VICENTE BLASCO. *Las Plumas Del Cabure*. Heath, 1958. unp. \$.84. Graded Spanish Readers, Alternate Ser., Bk. 9.

JEANS, SIR JAMES HOPWOOD. *The Mysterious Universe*. Dutton, 1958. 187. \$1.35. Everyman paperback.

JEWETT, ARNO JOSEPH AND OTHERS. *Literature for Life*. Houghton, 1958. 726p. \$4.20.

LEAVELL, ULLIN W. *Mastery in Reading*. Steck, 1957. 144p. \$.68.

Library Journal. *Recommended Children's Books of 1957*. Bowker, 1958. unp. \$2.00.

MEISTER, MORRIS AND OTHERS. *The Wonderworld of Science*, Bk. 7. rev. ed. Scribner, 1958. \$3.12.

MOORE, CLYDE B. AND OTHERS. *Building Our Communities*. rev. ed. Scribner, 1958. 312p. \$2.48.

PASCAL, BLAISE. *Pensees*; Introd. by T. S. Eliot. Dutton, 1958. 297p. \$1.15. Everyman paperback.

STRANG, RUTH MAY AND OTHERS. *Teen-Age Tales*, Bk. 6. Heath, 1958. 248p. \$2.56.

UPTON, CLIFFORD B. AND K. G. FULLER. *American Arithmetic*, Grades 7-8. American Bk., 1958. \$2.72, ea. (Accompanying Workbooks available for \$1.00 each).

VANCE, B. B. AND D. F. MILLER. *Biology for You*. 4th ed. Lippincott, 1958. 654p. \$4.80.

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## *Editorial*

### Air Played on the N String

Frank Lynwood Wren is about as musical name as you might ever be able to pluck a few diatonic chords on. Consider that felicitous series of *N* sounds. He was doubtless born under the Sign of the Harp. But there is an appropriateness in the melody of his name. The man at one time could play, somewhat individually to be sure, the violin; and with more art the organ and piano. He spent a season taking voice lessons, but the yield there was somewhat low. He was no less accomplished in sports: basketball, baseball, volleyball, and tennis.

He was born in Yorkville, Tennessee. When he was thirteen the Wren family moved to Martin. He entered the McFerrin Preparatory School. He graduated in 1911 and that fall entered Sewanee. There ensued four years as happy as hard work would permit. He had no allergy to any of his courses, and a major fondness for mathematics. It was at Sewanee that Wren decided upon teaching as a career. There was in the class beneath him a young man from Nashville whose peace of mind was being endangered by a course in mathematics cruelly exacted of him by the College. Something about the fellow appealed to Wren, and he used a good many hours easing him over the rough spots. The boy's father heard of it, sent for Wren, and employed him as counselor and tutor for the son. It was an agreeable experience and toward the end of the year Wren wrote his mother that he had decided to become a teacher since that would enable him to get both pay and enjoyment out of his work. The plot of the episode bears a delightful O. Henry climax.

The student he coached, in due season, became a trustee of Peabody College.

Wren graduated at Sewanee in 1915, at Peabody (M.A.) in 1925, at Chicago (Ph.D.) in 1930. His first teaching, mathematics naturally, was in the high school at Martin, Tennessee. His second was two years on the staff of McFerrin Preparatory School; which provided him with one of life's happier bonuses since it was there that he met and married his fellow staff member, Alleyne Talley. His third was a period of three years in the McCallie School, Chattanooga. Since 1927 he has been Professor of the Teaching of Mathematics on the staff of Peabody.

And there at Peabody he watches the sun fall gently down the earlier stages of the western slope. He has accumulated professional honors, a great host of personal friends, two fine daughters, and some highly desirable grandchildren. He has been prolific in the printed pages with which he has endowed posterity. He belongs both in the tradition and the reality of George Peabody College for Teachers. He has been paid, some in money, but more in nobler coin.



# Journey to Cambridge

CLIFTON L. HALL

The George Peabody College for Teachers

The great English lexicographer, Samuel Johnson, once declared, "Sir, it is a great thing to dine with the Canons of Christ Church." I have no doubt of it, though this signal honor has never fallen to me. The nearest I have ever come to it was when I lunched with the Fellows of Peterhouse underneath smoke-blackened oak beams that date back to the fourteenth century. All Cambridge men of my acquaintance are certain that this was really a far greater distinction than dining at any of the Oxford colleges, Christ Church included. They assure me that Peterhouse is the oldest and smallest of the Cambridge colleges; the two distinctions are seemingly of equal importance.

My journey to Cambridge began at Manchester and was made in February, a month when the English climate, rarely describable as balmy, is at its damp and chilly worst. From an atlas I find that the distance is a mere 135 miles "as the crow flies," but obviously no crows were consulted when the railroad was laid out between the two places. I am told that Cambridge can be approached from the south or from the north with few changes of trains, but Manchester lies in a north-westerly direction from there; consequently the changes can be many and hours can be spent in the raw, windy air of station platforms with nothing to do but consume more and more of the ubiquitous strong-brewed tea, peddled in thick earthenware cups.

Leaving Manchester at twenty minutes past ten in the morning, we zig-zagged towards East Anglia, changing trains at Crewe and again at Bletchley. Periodically the little toy engine drawing us uttered a shrill toot to warn all and sundry of its approach. We labored up each slope with much puffing and straining and then ran down the opposite in grand style assisted by gravity. Dusk came on at about four in the afternoon as we jogged along through miles and miles of brussels sprouts, all waiting to be harvested and served half-drowned on a million English tables. I thus learned the source of one of the three vegetables from which there is virtually no escape at an English dinner.

Finally, in the dim and foggy half-light, we dragged into Cambridge at ten minutes past five.

On leaving the railway station, my first impression was that of facing a charging army, all mounted on bicycles. Just about every Cantabrigian, male or female, young or old, has a bicycle and uses it to go any distance whatever. In the crowd, students were conspicuous with their short, black undergraduates' gowns and their woollen scarves flying in the breeze. The Cambridge student, his hair long and usually unkempt, "full of strange oaths and bearded like a pard," would be a striking figure anywhere; dressed in his gown and scarf and mounted on a bicycle he looks like something from outer space.

A friend in Manchester who is himself a graduate of Cambridge had advised the Lion Hotel as a place where I would be comfortably housed and well fed; he had told me that it was located in Petty Cury, and that Petty Cury was the name of a street. So I managed to hail a taxi and told the driver to take me to the Lion. He proved to be adept at dodging and charged bravely into the traffic, getting me to my destination without so much as grazing a bicycle. He even navigated Petty Cury with ease, which caused me wonderment, since that street is so narrow that only one vehicle can pass at a time and it twists and turns alarmingly. It evidently has long had a reputation for accidents. Sir Arthur Quiller-Couch, King Edward VII Professor of English Literature at Cambridge from 1912 to 1943, in an avuncular epistle published in 1914 in *Chanticleer*, the magazine of the undergraduates of Jesus College, warns an imaginary undergraduate named Frederic about "driving his motor-bike":

Nor glut its homicidal fury  
With holocausts in Petty Cury.  
(Petty Cury's denizen  
Has his rights, like other men:  
Though he be obscene to view,  
Heav'n made *him* as well as *you*.)

The Lion proved to be a rather quaint but comfortable hotel. My first impression was that of a lot of large white chinaware knobs on doors and cupboards, also numerous bell-pulls. Aided by an obsequious porter, I got my luggage up to my room and then disposed of the usual

English mutton chop and boiled vegetables followed by pie ("tart" I should say) flooded with yellow custard. These preliminaries did not take much time and I next ventured outside to see Cambridge by lamp-light. Oxford University is situated in one part of a fairly large and rather dirty city. Cambridge, on the other hand, practically makes up the town (or whatever it is called) of Cambridge. Consequently the newcomer who wanders around the streets of Cambridge is all the time turning a corner and coming unexpectedly upon yet another venerable stone building with its archways, walls, and ornamental towers.

I had gone only a little way up Petty Cury when I found myself in front of Heffer's, the famous bookstore. Naturally this was closed when I discovered it, but I made a mental note that it was to be visited the first thing after breakfast on the morrow. So I strolled around Cambridge rather aimlessly, enjoying the sixteenth and seventeenth century architecture, particularly where the light and shadow caused by the street lamps brought out strikingly the designs made by the chisels of long-forgotten stonemasons. Probably the most impressive sight of all was the Great Gate and the fountain of Trinity. Finally I returned to the Lion and settled down to spend the rest of the evening observing the Cantabrigians in their native habitat.

One enters the Lion from the street directly into what Americans call a lobby. This is a large room with low tables and comfortable easy chairs scattered about and it evidently forms a gathering place for students and natives, as well as for tourists in season. As my visit took place in February, the tourists were few if any, and I was able to see the place under something like normal conditions. Seating myself as inconspicuously as possible in a large easy chair, I looked and listened and was abundantly rewarded for my pains.

At a few minutes after seven, students began to arrive, still wearing their short, black undergraduates' gowns. They had parked their bicycles outside and they hung their gowns up in the tap-room, from which they emerged, each carrying a mug of ale. Before long there was a group of seven or eight students seated around one of the tables, and I learned that the principal purpose of these gatherings is conversation. The ale was sipped slowly and with evident relish and served merely as an accompaniment to the discussion.

Some months previously, I had been surprised to notice that in

British universities there appears to be no restriction on the consumption of beer and wine. In every university cafeteria or dining-room (I should probably say, "In every university refectory") that I visited, beer and wine were sold by the waiters to students and faculty both. The British attitude in this regard is pretty well expressed in the following statement by Sir Walter Raleigh—I refer to the Professor of English Literature and Fellow of Magdalen College, Oxford, from 1904 to 1922, not to the gentleman who put his cloak down in the mud for Queen Elizabeth the first to walk on. The passage is taken from a letter written on April 24, 1918, to J. Theodore Dodd, Esq., J. P. During World War I, certain well-meaning people had attempted to introduce in Oxford a regulation prohibiting the sale and consumption of alcohol. Replying to a request for his support, Sir Walter wrote, "A certain amount of freedom to go wrong is essential in a university, where men are learning, not to obey, but to choose."<sup>1</sup>

Comfortably ensconced in my easy chair in the lobby of the Lion and listening attentively, I overheard an easy interchange of opinions on a variety of topics, politics domestic and foreign, economics, history, literature and drama—nothing seemed to be outside the purview of these bearded young sages. They were obviously no respecters of persons and no cows were sacred to them. Beliefs political, religious, or anything else were denounced or dismissed with a laugh or a shrug; established reputations were massacred with no show of pity. They were brash and opinionated young undergraduates, much like undergraduates anywhere else.

And they were of all types. Some were loud voiced and spoke to be heard by everyone in the room as well as to put their ideas across; "But, my deah old chap, you simply cawn't infer that." At the other extreme there was the more modest youth, hesitant about being too assertive, yet having opinions of his own and being ready to express them. I asked myself where "group dynamics" belonged in all this eager and spontaneous discussion and was unable to answer my own question. As I went up to my room later in the evening, I felt that I had discovered one of the sources of a Cambridge education. Not only in the lobby of the Lion, but in dozens of other places within and without

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<sup>1</sup> *A Selection from the Letters of Sir Walter Raleigh*, edited by Lady Raleigh. London: Methuen & Co. Ltd., 1928. p. 194.



the colleges, similar discussion goes on. Youthful opinions experience the shock of sharp challenge, superficial knowingness is shown up for what it is, and wits get sharpened in the process.

Immediately after breakfast on the following morning I left the Lion and walked the few steps up Petty Cury to Heffer's. I had read in one of Harold J. Laski's letters to Justice Holmes that, in January 1922, he discovered in the shilling box outside Heffer's a first edition of Coleridge's *Friend* with the name of Henry Crabb Robinson on the fly leaf, that he waited a few days, rubbed out the price, and then sold it back to Heffer for two pounds.<sup>2</sup> Needless to say, I found nothing in the box comparable to what Laski found twenty-four years previously. Perhaps the dealer had become more cautious in the interval; I do not know. Yet I can say that I have never been in another bookstore where the whole staff were so well-informed about books, both new and second-hand, nor have I ever seen such a wonderful variety of books displayed.

One needs to remember that the British are, by and large, a nation of readers. It is not at all calculated to increase our own self-esteem, but it is none the less true, that Britain, with fewer than 50,000,000 inhabitants, publishes approximately twice as many books each year as the United States with its population of nearly 170,000,000. The reading habits of the British over the years result in more libraries being left to be broken up and sold than is the case here. For this reason, the booklover can have a perfectly wonderful time in Britain. Add to this the fact that, by American standards, second-hand books are surprisingly cheap in Britain.

My only regret was that I could not spend a good part of several days at Heffer's and at some of the book-stalls in other parts of the town as well. But in the limited time at my disposal I was able to pick up several volumes that I wanted, each containing (instead of a little sticker in the lower right-hand corner of the inside cover) a bookmark made of pink cardboard and carrying in red letters the inscription, "This book comes from Heffer's Bookshop, the Bookshop that is known all over the world. Petty Cury CAMBRIDGE England." That bookshop deserves to be "known all over the world" and it is rightly situated

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<sup>2</sup> *Holmes-Laski Letters 1916-1935*, edited by Mark De Wolfe Howe. Cambridge: Harvard University Press, 1953. Volume I, p. 480.

among the buildings of the university that gave the world Bacon, Milton, Newton, Wordsworth, Byron, and a host of only slightly lesser lights.

Tearing myself away from Heffer's (for there are a great many things to see in Cambridge and my time was limited) I strolled along the Cam to see the *Backs*, park-like grounds with shady walks, lawns, and gardens facing the colleges that own them across the river. These scenes are photographed thousands of times and from every possible angle each season by tourists whose itineraries are planned to include Cambridge, particularly when the spring flowers are in bloom. Unfortunately my visit was too early for the daffodils, yet the lawns here were lush and of the same intense green that they are everywhere else in England. The Cam is not an impressive river; it is narrow and flows slowly. In America it would be classified as a creek or branch. Some famous bridges cross it. To me, the most interesting was the Clare Bridge with its row of large stone balls along the parapet. Ability to count these correctly was long the traditional test of one's stability when returning from a wine-party.

The Fitzwilliam Museum next attracted my attention. This contains wonderful collections of paintings, of china, and of more or less obsolete musical instruments. Some of the portraits look quite familiar; the beholder has seen so many reproductions of them, even in textbooks. The visitor to an art gallery or museum is almost invariably at the same disadvantage; there is so much to be seen, all crowded into so little space and in so little time. He emerges with the inevitable confused impression of a great deal of color and vague form and that is about all. At the risk of appearing parochial, I must admit that I have got far more real enjoyment of an artist's skill from looking at the six Grant Wood murals in the Montrose Hotel in Cedar Rapids, Iowa, than I did in the Fitzwilliam Museum, or for that matter in the whole National Gallery in London.

From the Fitzwilliam I proceeded to Peterhouse; this is only a few minutes' walk. I had arranged to meet Professor D. W. Brogan at one o'clock, so I asked for him at the Porter's Lodge under the main gate and was directed to his rooms. Interestingly enough, when one calls a Cambridge college by telephone, the Porter answers—if he happens to be in his lodge at the time. There seem to be no telephones in the rooms, which arrangement struck me as excellent. Cambridge scholars

have for centuries been engaged in pushing back the frontiers of knowledge, and the one thing desirable is freedom from interruptions. Students come to Cambridge to read and study in the scholarly atmosphere, not to chase from room to room, hither and yon, hounded by jangling bells, roll-calls, quizzes, and fraternity meetings. Centuries ago it was decided at Cambridge that students need time and opportunity to read and to think about what they have read; to talk about it with companions of their own age and, from time to time, with eminent scholars; then to read and think some more. Experience extending over some 600 years has shown that, while this is not the only way nor the whole way to get an education, it is nevertheless sound. The world-wide prestige of a Cambridge degree bears testimony to the wisdom of this practice.

I found Professor Brogan to be an energetic, genial, and warm-hearted Scot, with the Scot's characteristic talent for making a stranger welcome. Before we had talked for very long, I began to feel as though we had known each other for quite some time. Professor Brogan has visited America often, occasionally for an extended stay. He knows our country and its people. For much of his adult life, he avers, he has been studying the American people and expounding their institutions and achievements to a frequently skeptical and sometimes even hostile audience in Britain and on the Continent of Europe.<sup>3</sup> His little volume, *The American Character*, is one of the most sympathetic and accurate appraisals to come from the pen of a European.

Our conversation began in his study, surrounded by an enormous accumulation of books, pamphlets, and periodicals of one sort and another. Yet he seemed to know exactly where everything was and put his hand unerringly on whatever he wished to consult. From here, we walked over to the hall where the fellows lunch together and our talk was continued at table and over the coffee-cups afterwards. It was a rare experience, lunching with the Fellows of Peterhouse.

My train for Manchester left Cambridge at 2:35 in the afternoon. I had been led to believe that there would be fewer changes than on the journey down but found that there were four! First we stopped at Ely where I got a good view of the cathedral—"Ely's lofty fane." It is very

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<sup>3</sup> See his article, "The End of Illusion," in *The Yale Review* for December, 1957, especially page 161.

tall and presents a bizarre mixture of Saxon, Norman, and early English architectural types, the total effect heavy and overpowering, I thought. Flocks of jackdaws were circling around or perching on its towers, which resemble nothing so much as a lot of chimney pots. The Czech dramatist, Karel Capek, observes of Ely that, "The jackdaws round the towers are perhaps the souls of sacristans who during their life haunted the church."<sup>4</sup>

More changes were to come; at Peterborough where there is a cathedral neither so lofty nor so ugly as the one at Ely, then at Retford, and then at Sheffield. At each place there was a tiresome wait on a cold, damp, and wind-swept platform, and more of the inevitable tea in the same thick, white cups in an effort to ward off chills. Finally, at 10:15 in the evening, the last lap of my journey was completed when the train pulled into Manchester.

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<sup>4</sup> Karel Capek, *Letters from England*. London: Geoffrey Bles, 1944. p. 93.



# Why Should Professional Education of Teachers Resist its Basic Subject Matter?

C. B. SMITH  
Troy State College  
Troy, Alabama

A current criticism of the teacher training institution is that prospective teachers are required to take too many courses related to the profession and that they consequently emerge as teachers with too little knowledge of the subjects they are to teach. It is my contention that, at a time when technological advance has outstripped man's ability to adjust to the environment, at a time when he lives erratically and neurotically with insecurity and anxiety, there is in fact need for *more* and better planned professional education so that teachers might emerge better equipped to understand the developing men and women with whom they work and to give them, too, basic understandings of themselves and others for their own happier adjustment to what seems to be a world on the verge of destruction.

Albert Einstein once wrote that the answer to the world's problems is in the *hearts* of men. The teacher must be prepared to work with not only the *minds* but also the *hearts* of youth. It is therefore my further contention that the traditional four-year training program is insufficient and that, in an extended six-year program, greater emphasis must be given to the behavioral sciences as related to the teaching profession. While it may be true that in the past some professional courses have been improperly, incompetently, or not functionally taught, there is surely no less need for professional education. In fact, there is greater need than ever before.

To begin with it should be explained the education of the teacher on the undergraduate level is like ancient Gaul; it has been divided into three parts. For the sake of emphasis on the practical phases, however, there is a tendency now to divide the curriculum into four

parts in some institutions. There are (1) liberal or general education; (2) training of an extended, scholarly nature in the subject area to be taught; (3) education in the behavioral sciences as related to the teaching profession; (4) instruction in skills in managing a classroom, working with children, and supervising the learning process. This pattern has grown up through the years of public school development and applies mainly to the undergraduate education of a teacher. The description is general and does not imply a static condition. No two programs for educating a teacher are identical. It is out of this organization, however, that one chief current criticism of teacher education emerges.

As indicated above, several groups have contended for the actual reduction of the curriculum of specifically professional training, which would be (3) and (4) above. For these contenders, the teacher educating institutions requiring the least amount of professional education for teachers possess a certain reserve of virtue. The stated reason for this reduction is to allow a modification of the curriculum in the direction of allowing a broader curriculum for (2) above. The contention is, of course, that such a revision would strengthen the education of teachers.

To offset the arguments for limiting that part of teacher training that moves education toward a scientific basis and makes teaching a profession, several surveys have been made to show that professional training required "is not excessive." In fact, it appears that only one-fifth to one-fourth of the total curriculum of the country consists of professional education. One gathers from the manner in which these conclusions are stated that those responsible for professional education have permitted themselves to accept a defensive position. These defenses are, of course, against those who contend that a larger share of the college curriculum should be given to "subject matter," or something to teach.

The purpose of what follows is to deal with the background of this unnecessarily defensive position on the part of those who teach teachers. In passing, I might testify that I have never known a teacher of teachers who depreciated the importance of knowing "something to teach." The teacher of teachers is also an advocate of a good general or liberal education, as indicated in (1). It ought to be granted in the interest of truth that some four-year graduates do come forth from all programs without being very scholarly and also without knowing

much about how to perform in their profession. Scholarly achievement and professional competency depend upon many factors.

Some of the above remarks explain what the argument is about, but let us raise a new question. Why should the teaching profession resist that basic subject matter which makes it a profession? In this time of trial we simply cannot, we *must* not ignore the “explosion of knowledge” within the “life sciences.” Certain knowledge within this rapidly expanding field of science is now designated as the behavioral sciences. The dominant source of the subject matter for the professional education of teachers and other related groups is these behavioral sciences. This term is now coming into general use in the literature on teacher education. John Dewey referred to them in his *Sources of a Science of Education* as the “human sciences,” and he defined them as psychology, biology, and sociology and their sub-divisions. The life sciences and the behavioral sciences are, of course, products of higher education.

The splitting of the atom and other spectacular developments in the physical sciences may have obscured for many people the fact that there have also been similar developments in the life sciences, inclusive of the behavioral sciences. It is significant in this connection that one of the five fields of interest chosen by the well-financed Ford Foundation was and is the behavioral sciences. Grants-in-aid have been made to scores of centers and individuals for purposes of research in this field as well as to the support of efforts to apply such knowledge. The 1957 report of the Foundation records that during the six-year period, 1951-1957, the program, exclusive of mental health, accounted for 218 grants totaling nearly \$24 million to 85 institutions in the United States and abroad. In addition to the above, the Foundation opened a Center for the Advanced Study in the Behavioral Sciences at Stanford University in 1954. In 1958-59, this Center had in residence 230 fellows from 28 American colleges and foreign countries.

The above citation is given only as an example of developments in the field of these sciences. Much more goes on outside the efforts of this Foundation. In the related field of child growth and development, the yield of information is overwhelming. Should the teacher of teachers neglect these developments?

The competent critics of teacher education should appraise the ef-

fectiveness of the use of these sources in the education of teachers. The big new question is now how much or how little of this knowledge is used, but how pertinent and functional it is in helping the teacher to understand human behavior. It is these sciences that throw light on human growth, the learning process, human relations, and the functioning of society's institutions. The criticism has been made and sustained that the teacher of teachers is actually neglecting these sources. This criticism for some reason is not among the ones now so generously set forth by the recent critics.

When one views the social scene today it would appear that there is a greater need to be equipped with ability to meet the social and personal situations in teaching than ever before. The large framework of the situation is the American commitment to teach all the children of all the people in the public schools. These come to school with a great variety of backgrounds. They come from illiterate homes, poor homes, broken homes, and from middle-class and well-to-do homes. They come from the homes of first and second generation immigrants, and from a variety of races, creeds, and colors. The teacher must know his subject, as any teacher of teachers will admit, but unless he can analyze and manipulate a variety of challenges in human behavior, he will fail. As a 1958 report of the very conservative committee on teacher training of the National Council of Independent Schools says in part in speaking of the beginning teacher:

"As a secondary school teacher, he is not a scholar in paradise but a man in a tough, demanding personal situation which requires all the resources he can muster. Hence, from the very start he is deeply concerned with questions of strategy, the never-ending search for the best ways and means of doing the job. From the start, he is faced with a bewildering range of queries. What are the most suitable materials for the group which he is to teach? How can these materials best be organized both logically in terms of subject matter and psychologically in terms of student interest and curiosity?"

This is only a small portion of the range of queries cited by the report for a group of teachers outside the public school system who have come to recognize the importance in their classrooms of a functional knowledge of the science of human behavior.

In fact, the evidence is overwhelming that teachers must be equipped



with understandings of human behavior and with skills in applying these understandings in very challenging situations. The data now being publicized concerning the mental health of our people is related to the education of teachers in the behavioral sciences. As far back as 1929, in a Kappa Delta Pi lecture, mentioned above, John Dewey said:

“The increasing number of insane and neurotics is itself evidence of great failure and evil in our educational processes, parental and scholastic . . . Conventional and traditional methods, in instruction and discipline, are continuously engaged in manufacturing morbid fixtures and dislocations. A knowledge of social psychology in connection with psychiatry, both being used to interpret the processes of normal psychological activity, are indispensable to any rounded and scientific content for educational activity.”

There have been great developments in the field of psychiatry since 1929, and the theory is still advanced that maladjustment goes back to improper conditioning in childhood.

Another writer, but a layman so far as education is concerned, makes some pertinent observations about the current mental health problem in the schools. Writing in *America as a Civilization*,<sup>1</sup> Max Lerner comments as follows:

“The old school task of making the pupils literate has been replaced by the new task of enabling them to cope with the problems of emotional health. The principal difficulty is no longer with the three R’s and with laying a base for an effective technical culture; it is with the student’s understanding of his own drives, and with his discovery of his identity, and with guiding him through the curve of his emotional growth.”

The recently rising tide of juvenile problems gives much support to this layman’s opinion. He goes further to observe that the public school is the only source of psychiatric help for the child, but that what it does provide does not meet the need. He cites a report by a teachers’ group in New York which points out that “an average of three children in each class will sooner or later require institutional care because of emotional and mental breakdown, but the educational budget allows three minutes of guidance per child during an entire term.”

The teachers cannot be expected to fill this gap entirely in the school

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<sup>1</sup>Max Lerner, *America as a Civilization*. Simon and Shuster, New York, 1957. p. 739 ff.

system. The situation demands trained personnel to assist with these problems. The whole condition nevertheless stresses the great necessity for good training in the behavioral sciences on the part of the teachers and other school personnel. Naturally, the heart of their professional training is in those sciences which help in understanding human growth and behavior. Under these circumstances should the question be: Is the amount of professional education excessive? Should we not instead ask: Is the amount sufficient? Is it well selected? Is it functionally taught?

Many attempts have been made to answer these questions. In a paper read at the meeting of the National Education Association<sup>2</sup> in New Orleans more than twenty years ago, W. W. Charters said, among many other things:

"The currently required courses in psychology and educational psychology with credit content of six to ten semester hours are respectable descriptions of the analysis of the human mind into the processes of sensation, perception, and memory with a slim chapter on the emotions, the abstract rules of habit formation, and the principles of the learning process. But when one compares these pallid analyses of the human mind with the squirming, laughing, crying children that face the teacher, the verbal descriptions of the textbooks are unrecognizable and futile. The approximate equivalent of nothing is said in the texts about conflicts, complexes, inferiority, prestige, phantasies, maladjustment, ambitions, rivalries, repressions, inhibitions, friendships, submission, ascendancy, and the scores of phases of psychological experience which drive the child and influence his behavior with irresistible power."

Besides this and more, this teacher of teachers goes on to say that "the expanding wealth of data in the fields of clinical psychology and psychiatry are a completely closed book to teachers so far as teacher training institutions are concerned."

It is such criticism as this one illustrates that should be the concern of teachers and those who educate them. Until the issue raised here is resolved, the idea of placing a ceiling on professional education should be dismissed as irrelevant.

As indicated above, the balance among the parts of the program is a dynamic balance. It is affected by the demands on the school and on

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<sup>2</sup>National Education Association. *Addresses and Proceedings*, New Orleans, 1937. p. 609 ff.

the teacher. If behavioral problems in the schools and in the communities are more numerous and crucial, the human engineering skills within the schools receive more and greater challenges. The high school teacher who has prepared to teach science may have his knowledge of his subject challenged, but it is entirely possible that the greater challenge may involve his knowledge of human behavior and his skill in manipulating it. As indicated already, the greater problem may be how best to use his knowledge of his subject in the changing of human behavior.

At the present time, there is abundant evidence that this post-war period characterized by rapid change, uneven prosperity, and a population explosion is creating social disorders which bear heavily upon the schools and related institutions. Attention is called to the fact that the annual delinquency rate among juveniles between ten and seventeen years of age has moved from one per cent to two per cent since World War II.

On the heels of all these developments comes, as we have seen, the argument that a limit should be placed over how much a teacher in training should learn about those basic areas that throw light on problems being created. It would be more sensible to contend that a prospective teacher cannot be educated within a four-year curriculum. We must move toward five and six-year programs in order to make room for a better general education, more scholarly achievement in a specialized field, and a far more rigorous grounding in professional education with the life sciences as a foundation, and far more thorough experience in supervised internship teaching, practice teaching, laboratory experiences or whatever we choose to call it. The time obviously has come to give up the idea that a teacher can be prepared in four years.

This means also that the time has come to drop the petty, irrelevant issues about teacher education which now obsess some people, and to begin to raise new and more fundamental questions having to do with the profession. There are some real defects in the program, but they are difficult to see until the fog of irrelevancy clears away. We should clear it away.

# “Double Standard” in the Elementary School

W. RICHARD HARGROVE  
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Where American public schools have uniform standards, these standards are uniformly low. The logic of such a statement is impelling when one is reminded that standards employed in classifying pupils for instruction and promotion must facilitate the progression through the public schools of substantially all the children of all the people. The obvious alternative would result in relatively high standards which could be met only by a small proportion of pupils. No one seriously believes that our people would be willing to give up the ideal of universal education.

The fixed or absolute measures implied by the term *standards* do not seem appropriate when applied to dynamic processes and highly variable children in classrooms. Perhaps a better term is *objectives*. Objectives in this sense can be useful in defining desired behavior and directing learning activities. For example, an objective in reading might be “to know the common sound variations of consonants (car, ceiling, game, gem).” Educational success can perhaps better be gauged through the use of descriptive objectives than by the application of arbitrary standards.

Not always recognized is the existence of a “double standard” in almost all of our elementary schools. Our present teaching objectives are set according to what research and other sources suggest as the normal expectations from children of a particular age group. A significant proportion of our children surpass these “high standards,” and many more probably could. It is no news, however, that children are strikingly different, and it is reasonable to assume that about as many cannot as can satisfy the more demanding objectives. So in order to “pass” the children to the next grade, other objectives must be planned for achievement below the “normal expectations” of the age group. The inevitable accompaniment of such a double standard is great diversity



of academic achievement with all the instructional difficulties and confusion appurtenant thereto. Differences among children become more pronounced the longer they are in the elementary school.

We are justly concerned with the intellectual rigor of our schools. When school achievement is geared to low level objectives, pupils and teachers suffer the consequences. Pupils need continuous motivation through challenge toward their own optimal progress and growth. To do a professionally satisfying and responsible job, the teacher needs to be able to have objectives for his pupils which are both stimulating and attainable.

Efforts have been made to allow each pupil to set his own level of achievement in terms of the limits of his abilities. If a teacher had only one pupil, or even a very small group, it might be practicable to plan objectives for each individual—this despite the confusion which has resulted from the difficulties in ascertaining abilities in various areas of the curriculum. While there are ways in which the skilful teacher can individualize instruction, even the best teacher is handicapped by the great variability among pupils who make up the usual class. A quick look at some of our state legislatures reveals the argument over whether or not to reduce the average class size from thirty to twenty-five! We must, then, find better ways of educating unique individuals using something like our present resources.

Having deplored the existence and effect of the “double standard” in education, the purview here is to suggest one condition which can contribute to its elimination. This condition is that children brought together for instructional purposes be more alike with respect to learning abilities.

### ACHIEVEMENT GROUPING

The classification of pupils for instruction in the elementary school might be on the basis of their learning abilities. Their learning abilities depend on many intangibles, including mental development, maturity, past experiences, interests, and motivation. But these intangibles can be demonstrated through learning activities calculated to help them achieve objectives appropriate for the group.

Objectives might well be organized in terms of achievement levels, as are frequently found in variations of the “ungraded elementary school

plan.” Thus children would achieve common objectives prior to beginning another level. That they might have differed significantly in their rate of progress to this point does not change their essential similarity when beginning new objectives. Even so, the idea here is not to treat all children alike. The instructional advantages inherent in a more manageable range of educational achievement give promise to the teacher of even greater opportunities to help develop the individuality of each child.

Allowing the child to progress on the basis of having successfully met the challenges of a given level should encourage him to set his own pace; the bright youngster would not have to wait for his age mates to “catch up.” More growth would be needed by some children before higher level learning could occur. But children would not be “socially promoted” if they had not met the appropriate objectives. Individuals somewhat alike in learning abilities and motivation would be encouraged toward their own best efforts.

## OBJECTIVES

A key question relates to the objectives to which so much attention has been given. What are the sources of these objectives? Presumably each teacher has rather well formulated objectives appropriate to his grade level, however imperfectly these are met by the highly variable pupils in a given class. Even with our present school organization we might assume that the teachers in a school or system have continuity between the objectives in one grade level and the next. That such is not altogether the case has recently been documented.\*

Perhaps the failure to articulate objectives can be excused, partially at least, because the objectives have not been widely attainable or were at such a low level as to be practically meaningless. Now, however, it seems practicable to draw upon experience with a given age group, the results of research, and published materials to establish objectives to be achieved by each normal child in a school before progressing to the next higher level. The level of expected achievements might rise because of the greater teaching effectiveness possible under such a plan.

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\* Association for Supervision and Curriculum Development, *A Look at Continuity in the School Program*, 1958 Yearbook (Washington: the Association, 1958), pp. 260-270.

## EVALUATION

Teachers would need to have clearly in mind the kinds of behaviors which indicate that a child has achieved the objectives of each level. The attainment of these objectives might be discerned through the use of standardized achievement tests, teacher-made tests, and observations of classroom performance. Each child would be progressing at his own rate, and there would appear to be little need for grade designations or "failures" as such.

## SPECIAL PROVISIONS

In attempting to indicate a better use of objectives, it would be folly not to recognize the still present need for special educational provisions. There would be some children who, because of unusually rapid or slow mental development, would not find the objectives of the elementary school suitable to their needs. This would undoubtedly be the case even though the arrangement suggested for achievement grouping is flexible and should accommodate the great majority of children in school. Special help, then, would be needed by the child whose learning abilities are such that he is over-age and feels the pressure of failure that "social promotion" was designed to obviate.

The very bright child capable of achieving the objectives in the elementary school in such short order that he would outstrip his age group by several years would probably profit from a situation calling for achievement which is consistent with his abilities. Those children who, because of severe physical or emotional difficulties, appear to be unable to profit from regular class procedures should have the help of specially trained personnel in well equipped classrooms. All of these exceptional children, while present in every school system, are a distinct minority in the total school population.

## CONCLUSIONS

The children in the graded school represent a wide range of abilities and motivation. We have in the graded school a double standard. On the one hand we have a standard based on the normal expectations of an age group, and on the other we have a standard which will facilitate the promotion of highly variable children on the basis of the lowest common denominator. Alternatives have been to restrict educational op-

portunities to those children able to meet high standards of achievement or to restrict the intellectual demands placed on children in our schools. Such a double standard has resulted in instructional difficulties because of the great range of differences in the abilities and achievement of children. The problems of evaluating educational success using a double standard are painfully obvious.

It seems unlikely that the problem of standards will be greatly affected by a bonanza which would permit greatly reduced instructional loads for teachers. The best approach, using present resources, might be that of using descriptive objectives rather than arbitrary standards. Objectives appropriate for various learning levels could then be planned. Children could achieve these objectives at their own rate of progression, with the exceptions noted, without the necessity for a double standard.

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# Do Fifth Grade Pupils Write Stories Based on Personal Interest?

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What part does personal interests play in the stories of fifth graders? When given an opportunity to select topics for writing stories do they write about objects of their personal interests. The present investigation has attempted to answer these questions.

Sixty three fifth grade pupils were randomly selected from two central schools of Western New York. The investigator asked each pupil to make a list of things in which he was most interested. A classification of pupil interests appears in Table 1.

Pupil interests varied widely, with some pupils listing as many as 15 different ones. However, the number of interests listed ranged from zero to 15. The mean number was 6.5. Swimming appeared most frequently, with baseball, football and basketball appearing next in order. Reading, horses and horseback riding, collecting and dancing also ranked near the top of the list. It is interesting that reading ranks among the top activities in interest value. However, the more formal classroom subjects rated considerably lower than reading. Spelling was listed by nine pupils, social studies by three, arithmetic by two and English by one. Writing was listed by none.

Several days after the interests lists were completed each pupil was asked to write a story. No topics were assigned; pupils were free to write about whatever they wished. A distribution of topics appears in Table 2.

Fiction adventures ranked first, with 24 pupils writing fiction stories. Next in the order of frequency was the true adventure story, involving eight writers, and ghost stories and stories about pets and animals, each involving six writers. Science, planets and space, was the topic of five pupils. Trips and visits were chosen by four pupils and historical topics were chosen by three. See Table 2 for topics selected by less than three pupils.

# FIFTH GRADERS

<i>Interests</i>	<i>Frequency of Mention</i>	<i>Interests</i>	<i>Frequency of Mention</i>
Swimming	24	Watching TV	7
Baseball, basketball & football	23*	Singing	6
Reading	22	Cards	6
Horses and horseback riding	20	Hiking	5
Collections	19	Motors, cars and trucks	4
Dancing	16	Music	4
Fishing	13	Social Studies	3
Bike riding	12	Camping	3
Roller skating	12	Hockey	3
Gardening and farming	12	Arithmetic	2
Art	10	Health and Nursing	2
Science and experiments	10	Cooking and baking	2
Sleighing	10	Airplanes	2
Pets and Animals	9	English	1
Spelling	9	Gym (gymnastics)	1
Sewing	8	Bowling	1
Hunting	8	Movies	1
Ice skating	8	Scouts	1
Trips	7	Boxing	1
Making things	7		

\* Pupils listed two or more of the three items

From Tables 1 and 2, it can be seen that thirteen pupils of the sample wrote about experiences, activities and ideas directly related to their stated interests. This number makes up 20.6 per cent of the group. Fifty pupils or 79.4 per cent wrote of things bearing no direct relationship to what they listed as most interesting to them.

The statement has been made again and again that children write about what interest them, and that when they do they write well. This generalization is born

Table 2

<i>Topics*</i>	<i>Frequencies</i>
Adventures-fictional	24
Adventures-true	8
Ghost and mysterious	6
Pets and animals	6
Science-planets and space	5
Trips and visits	4
Historical	3
Farming	2
Football, baseball and basketball	2
Hobbies	1
Cooking	1
Camping	1

N—63

\* What fifth graders wrote about.

out in the present study. Pupils writing from stated interests were more original in their choice of words and expressions and they employed a greater wealth of ideas. However, less than one third of the sample wrote from their personal interests, yet all the pupils participating were permitted to choose their writing topics. Why did they not select topics of personal interests?

There are perhaps two good reasons why fifth grade pupils do not base their stories on personal interests. First, they have not been taught to do so. Children, like adults, generally reveal their personal thoughts and feelings only to persons they trust completely. It becomes necessary for teachers to develop good relationships between pupil and teacher, and pupil and pupil.

Secondly, and equally important, children are not always able to identify their interests. While capitalizing on interests helps to develop written expression, written expression is a good way of helping children identify and develop interests, including an interest in good literature and writing.

A careful look at the findings of this survey indicates a need for teachers to give greater attention to pupil interest in teaching writing. The following suggestions are recommended:

1. Discover the interests of each child.
2. If a child has no interests of which he can be sure, help him identify at least one, preferably many.
3. Let each child know that his interests are important to him, and therefore, to the teacher.
4. Encourage pupils through regular assignments to write, with pupils choosing their own topics. Systematic assignments are essential to growth in writing proficiency.
5. Look for development of interests along with writing growth.

These suggestions come with no guarantee to solve all problems of developing interests and writing ability. They are, however, definite enough to be tested through application by classroom teachers. In the opinion of this writer teachers would find it extremely rewarding to try the above suggestions and discover for themselves the significance of interests in teaching pupils how to write.

# An Evaluation of Practice Teaching Plans

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There are nearly as many plans for furnishing practice teaching facilities at teacher training institutions as there are colleges for teacher education. And each college believes that its plan is best. However, in most cases the type of practice teaching plan in use is controlled in large measure by certain local conditions which give little if any choice in plans that can be employed. Often the amount of money in the practice teaching budget is the determining factor as to what plan is to be used.

## *An Evaluation of Plans for Practice Teaching Facilities*

Let us examine a cross section of several plans in use for furnishing practice teaching.

1. *The On-Campus Practice School.* This is an elementary or secondary school in a building immediately on the campus of the college with the teaching staff furnished in whole or in part by the college itself and often called the practice school, the model school, or the experimental school.

*Strengths.* Such a plan offers the following advantages:

- a. Accessibility to teacher trainees who need cadet teaching.
- b. Practice school can be under rather complete control of the college.
- c. Provides ready facilities for research purposes.
- d. Affinity between theory and practice is much more complete.
- e. College can employ top-notch critic teachers.

*Weaknesses.* The campus school has these possible drawbacks:

- a. Often difficult to get pupils to attend.



- b. Pupils may not be an average cross section and the school becomes an abnormal situation.
- c. The on-campus practice school is costly.

2. *The Off-Campus Practice School in Town.* This is usually a working arrangement with the public school system to use one or more of their elementary or secondary schools for practice purposes. The college sometimes furnishes the staff, sometimes pays a total flat fee for use of facilities, or pays a certain amount per cadet teacher.

*Strengths.* This plan has certain advantages:

- a. The practice teacher works in a normal situation much like what he will find in his own teaching later.
- b. The pupils are an average run and not selected.

*Weaknesses.* There are some drawbacks:

- a. Facilities are rarely very close hence transportation must be provided or time is wasted by walking to the school.
- b. The college may have little control over the policies of the practice school.
- c. There is little chance to conduct experimental work.

3. *The Open Country Rural School.* Some colleges contract for use of nearby rural schools for training student teachers who plan to teach in rural schools. This plan has the same strengths and weaknesses as the off-campus practice school in town but it does offer the cadet teacher a situation exactly like he will meet in his actual teaching later.

### *An Evaluation of Plans for Doing Practice Teaching*

There are many plans in use for cadet teachers to fulfill the requirements for their practice teaching. The most commonly used plans are:

- 1. *Cadets teach full day for a limited time.* The practice teacher drops his regular campus subjects for two or three weeks and during that time he assumes a full time teaching load in the training school. This is a good plan because it gives the cadet the feel of a regular

complete teaching assignment. It hardly furnishes a long enough period for the student to get to know his pupils for most effective teachableness and the effect upon the pupil may not be always the best. Then too, the campus subjects of the cadet must be missed and general scholarship suffers. By this plan the pupils are exposed to rapid turnover of practice teachers and this seldom makes for good school progress of children.

2. *Cadets teach full time for the quarter or semester.* There is a strong trend toward this plan especially in the off-campus training schools. Some colleges are sending cadets to distant points for the full term and they live out there off-campus much like a regular teacher. The student takes only practice teaching during the term and the work carries credit equal to a full load. It is an ideal plan for either elementary or secondary practice teaching because the cadet gets an exposure to the complete teacher load even to the inclusion of extra-curricular activities with which he is required to assist. The plan requires more supervisory help than other plans but it is worth that extra cost. The cadet loses out on participation in campus college activities during the term and that is often an unfortunate sacrifice. The plan costs the college very little more but it is usually more expensive to the student who must live off-campus where costs are higher.
3. *Cadets teach fewer subjects for full term.* This plan is most common. The student is assigned one or more subjects which he handles for the entire term during which he gets to know his pupils very well and can accomplish good things in the work he teaches. Too, he can attend his own college classes and there is no gap left there.
4. *Practice in non-class activities.* Every cadet teacher should have some experiences in handling non-class activities such as supervising the playground, assisting with school programs, coaching pupils for certain activities. This training adds much to the total stature of the practice teacher and prepares him for similar duties he will be asked to perform in his own school later.

### *Conclusions*

The on-campus plan for practice teaching facilities has more ad-

vantages on the account of accessibility and controls but the trend is toward off-campus plans as more facilities are needed to handle more cadets. The plan whereby the cadet teaches a limited load for a full term and continues to carry his other college work and activities is still most popular and offers greatest advantages for the college itself, the teacher in training, and for the pupil who is taught by the cadet.



*White Squaw*—Arville Wheeler—D. C. Heath & Co. 1958. 163 pages.

This is a story with, in part, a good many pioneer *facsimiles*. Almost all the settlements menaced by Indians left stories of white women carried away captives. Few ever got back. Jennie Wiley did. She lived a hard life in captivity—she lived the life of a slave. She was beaten, tortured, escaped the stake by seconds; but her courage never weakened, and she got back to her home in the Kentucky Mountains. A good story for children and their parents.

# A Device for the Improvement of Study Habits

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Historically, the development of modern study habits has emerged from the medieval *Studium Generals*. Numerous pivotal and strategical interpretations have been made with emphasis upon rote memory, use of the library, supervised study, honors and independent study, remedial reading, the tutorial system, and the study habits. The hierarchial progress has not been rigid, but attempts have been made to enable the students to understand scientific facts, art objects, philosophical principles, and other activities. In the formulation of the foregoing and opportunity for study of the issues and questions about the social order is presented. Students should use effective “Tools” of study. It is thought that instruction should appeal to the students understanding and reasoning. Content and organization of courses are necessary to facilitate learning.

## Effective Study

There are very few if any issues in education today that are more fundamental than good study habits. Broad aspects of effective study are inextricably related to educational progress. One of the most distinguishing features of the high school and college is the technique for attack on critical issues and questions. Personal and social guidance are of considerable value and are accomplished primarily by developing skills, attitudes, and appropriate behavior. These may be learned by the student and accomplished through the techniques of guidance. A conceptual framework and machinery for accomplishing desired goals are imperative. All educators agree that there is a necessity for organization for study, with a different degree and amount of emphasis used. When discussing Study Habits and Skills, Humphreys



and Traxler say: "Among the high school and college students, a common educational problem is a lack of good study techniques. To do good school work a student must be proficient in certain study skills and habits."<sup>1</sup> The insight and meaning of the above statement is confirmed by such an educational authority as Professor William S. Gray who states: "Training in reading for special purposes should be supplemented by opportunity for students to plan deliberately their own reading and study procedures."<sup>2</sup> Another statement, by the same author indicates the feasibility of study activities, which is "Reserve periods during early study of a unit for needed guidance in securing a clear grasp of the author's meaning, in critical evaluating the ideas apprehended, and in using them in harmony with the purpose of the unit."<sup>3</sup>

There is an increasing need for using these "Tools" of learning in each of the content subjects for promoting the objectives and structure of the educational system. Purposeful behavior implies an individual plan for the use of study tools. This enables individual differences to be considered with a knowledge of social consequences, which is the antithesis of blind or instinctive behavior. Discrimination, acceptance, causation and resultative factors are significant.

In discussing proper time planning Professor William C. Reavis says: "A plan for budgeting and using time is very important. It should include a method for starting to work and how the day, the week, the month, the school year, or a longer period of time may be used to the advantage of all members of the classroom unit."<sup>4</sup>

### General Procedure

An effort has been made to keep a record of actual Study Habits of College Students primarily in education and psychology classes for the five year period, from the Summer Quarter, 1950 to the Winter Quarter, 1955, inclusive. Tabulated results were for over a period of

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<sup>1</sup> J. Anthony Humphreys and Arthur Traxler, "Helping Students Solve Educational Problems," *Guidance Service*, Chicago: Science Research Associates, 1954, p. 267.

<sup>2</sup> William S. Gray, "Increasing Basic Reading Competence of Students," *Reading In The High School and College, The Forty-Seventh yearbook for National Society for the study of Education. Part II*, Chicago: University of Chicago Press, 1948, p. 112.

<sup>3</sup> William S. Gray, "Reading In the Content Subjects," *Reading In General Education*, Washington, D. C.; American Council on Education, 1940, p. 179.

<sup>4</sup> William C. Reavis and Others, "The Classroom as a Laboratory," *Administering The Elementary School*, New York: Prentice Hall, Inc., 1953, p. 84 and 85.

two years for nine consecutive quarters from 1950 to 1952, inclusive. No tabulations were kept for several quarters, although other factors were held constant for their intrinsic worth. In the Autumn quarter, 1954, and the Winter quarter, 1955, tabulations were resumed in order to secure validity and reliability, by getting a more adequate sample and considering the total achievement. Most of the data were obtained from twenty-two classes taught by the writer and six other classes with a total of nine participating instructors. Over five-hundred twenty-seven students were participants. Teachers considered the following factors when counselling students:

1. Educational thought predicated upon controlling principles which include motivation, self direction, preparation, satisfaction, induction, integration, and others. These principles formed the underlying philosophy for the study.
2. Specific instruments which were used:
  - a. A student made chart for a daily record of the time studied for each class period.
  - b. A study sheet designed to develop an adjustable schedule for intellectual, physical, social and emotional traits.
  - c. A questionnaire for ascertaining the extent of genuine interest and appreciation.
  - d. A Study Habit Sheet, which presented specific techniques for study and reading, was used as a "Tool" of learning.

#### **A Daily Record of Study Habits**

Each person enrolled in the class was asked to keep a record of the time he or she studied per period for ten or more days. Usually the record was not kept after ten or fifteen days. In a number of instances students voluntarily tabulated the results for twenty-nine days. The Winter quarter classes for 1955, were probably more diligent for longevity of record than other groups. If a student *started studying at 7:00 p.m. and stopped at 9:00 p.m. this was recorded as two clock hours*. The actual time studied daily for 317 members of 13 different classes was 2.10 clock hours per class period. After the initial period of ten or more days, members of the class were asked to make a Study Sheet which was used for the time remaining in the quarter.

### The Study Sheet

Members of each class appointed a Study Sheet Committee which approved the Study Sheet of those in the group. The *Study Sheet* was a blank mimeographed form with spaces to be filled for each hour of the day from 6:00 a.m. to 10:00 p.m. It included from Monday to Saturday, inclusive. There are multitudinous purposes for using a Study Sheet which would include the following: namely, systematic organization of one's time for curricular and extracurricular activities, definite planning and utilizing a sequence of daily events, having a complete overview for a period of one week; and to enable the counselor, instructor, and the student to satisfy personal, social, civic, and economic needs. Life outside of school is understood.

Specialized facts for interpreting the Study schedule are:

1. Each student was supposed to devote one half of an hour a week in meditation, reflection, and self improvement.
2. Schedules were not designed to be followed rigidly or "slavishly," they are flexible.
3. They serve as an experimentally directed mode of response for each participating student. Much free association is permitted.
4. A schedule aids as a basis for a "Test Group" or "Profile" for each student. Several of the specific factors revealed are the number of hours studied for each subject, the total mean number hours studied daily, types of recreation and hobbies, number of hours spent working, if any; religious attitudes and others.

The Study Sheet does not emphasize Sunday, because it's assumed that attending school is a full time job for six days a week. In the Summer quarter, 1950 about forty percent of the students indicated that they attended church services on Sunday. Evidence is inconclusive about the number of students who do outside work with about thirty percent reporting work, over a two-year period. There are individual variations of students who work less than two hours daily to those of over six hours daily. Attitudes, emotional stability, and interest of students are revealed in their recreational activities. Leisure time

activities listed were: namely, using the radio, visiting, attending the motion picture theater, shopping, dancing, playing cards, tennis and other games, walking, embroidering, attending the club. The foregoing activities are forms of direct and indirect experience. They promote physical and mental vigor which enable the participants to expand their vocabulary. A wide variety of direct and indirect experiences promote the development of study habits together with reading interest and attitudes that may be refined.

For eleven quarters studied the mean was 1.75 clock hours for each hour in class. In 1951-1952 about 5% had schedules for studying until approximately 12:00 p.m. and 32% utilized three or more hours for each class period.

### **An Evaluation of Student Attitudes**

In order to promote knowledge and reasoning about the Study Sheet, a questionnaire was presented, which was designed to give insights about utilizing study time to the best advantage. Instructional goals should be interpreted with a desirable relationship for each student. There is much qualitative information available about attitudes but there is a paucity of quantitative information. Contemporary educators emphasize the dimensional aspects of attitudes which include such issues as the degree of favorableness, the range of topics, reliability of statements, value issues. Material presented in the discussion that follows represents an effort to make a critical analysis of study attitudes as a factor in studying and reading. It is necessary to be acquainted with the vast amount of material available on this topic, but it is especially important to know student attitudes in a specific situation. From this constructive criticism may be advanced.

Evaluation statements were prefixed with yes or no, which was to be underscored for the adjusted answer. Samples of the Study Sheet Questionnaire follow:

1. Do you think it is desirable for a college student to budget her or his time?
2. Will the habits formed by using this study sheet direct your thinking when you are not attending school?
3. Should different schedules be made until there will be a general pattern developed, which will guide your thinking for a number



of years? 4. If a person is supposed to study mathematics from 10:00 a.m. to 11:00 a.m. each day, she should follow the schedule and under no condition study psychology or another subject at that hour. 5. Creative ability is advanced through system and organization.

For the adjusted answers the mean was 88.79 for a total of 387 students studied for six quarters from 1951 to 1955. This is suggestive of the need for help and guidance of high school and college students in the content areas in reading and studying. The development of favorable attitudes is a necessary prerequisite. It is imperative that attitudes, behavior of students, and a desired level of competence be attained for maturity. This is suggestive of reading and studying with purposes that are immediate, practical, vocational, avocational, intellectual, etc. This implies an attitude of critical inquiry and a tendency to suspend judgment. Recognition and interpretation of the printed page are necessary through grasping of a literal knowledge, understanding implied and enriched meanings, or making generalizations. Material that considers the students present and desired level of maturity should be considered. Reaction to the dimensional aspects of attitudes should be considered. Different reading abilities will be required for such areas as physical science, social science, biological science or the humanities.

### **Study Habit Sheet**

Students participating in this study were given a Study Habit Sheet which was designed as a phase of personnel service for improvement and growth. The principles for the sheet were assembled from different areas of education and psychology. A sampling of the twenty-five Study Habits principles used, in condensed form, follows:

The following reading and study principles have been devised for you. These are not laws regimentated on you, but are given as reading and study aids and helps. It is hoped that students will use these as a basis for future progress. Although there is no "Royal Road" to knowledge, learning, experience, and understanding, these principles are to facilitate the above processes. With a little effort, they will become a part of your conscious activity and thinking. Perhaps all phases of educational progress will be helped.

1. Keep yourself in good physical condition.

- A. "Prevent physical defects which often hamper mental activities.
- B. See that external conditions of work are favorable to study: such as heat, light, clothing, desk, etc."
2. Have a definite time to study. Make a daily schedule. This should include your class periods and other time for each day of the week. The class instructor would like to see when you anticipate studying for this course. The schedule should be kept flexible and adaptable to every situation.
3. If possible, have a definite place to study.
4. Make a rapid preliminary survey of the topic, discussion, or experience for the present.
  - A. "In this overview, the main pattern of the material or activity to be learned should be fixed in mind.
  - B. The detailed study following this overview will not only be more meaningful, but will be retained longer because of the general pattern into which the details may fit."
5. Try to solve problems for yourself. Do not depend on others for help too often.
  - A. You should try to understand various types of perplexing situations.
  - B. Self-improvement is socially and psychologically significant. Always try to improve on your previous record.
6. "At the conclusion of the study period, some time should be used for recall for what has just been studied."
  - A. Five minutes in recalling at the end of a difficult chapter has far more time value for understanding and learning.
  - B. This is especially helpful in difficult work.
7. Use more than "Threshold Learning." Understand your activity beyond the point of being able to repeat or perform it just once.
8. Divide your study or reading period.
  - A. It is usually better to use four or five hours at two or three different times rather than use all the time at once.
  - B. Need for the distribution of practice has long been recognized.
9. You may often have to decide whether to do certain activities two or three times, or the same activity only once, using intense application.
  - A. Your object is to obtain insight and understanding in each instance.
  - B. Under any condition you should think of the desired goal.
  - C. The law of repetition can be used within limits.

10. Do not mix intense application and worry.
11. Read rapidly enough to permit "Extensive Reading" as needed.
12. Read slowly enough to permit "Intensive Reading" as needed.
13. Be sure you get an understanding of technical words you do not know.
  - A. You may need the dictionary.
  - B. Try to use the word as soon as you know it.
14. Learning is facilitated in many instances by good emotional poise.
15. Take class notes in a systematic way.
  - A. Keep all notes on the same sized paper.
  - B. Have the notes for each class lecture written in compact form.
16. Be sure you know how to use the Reader's Guide, encyclopedias, and other similar material.

### **Conclusions**

1. For the five year period, 1950 to 1955, the mean study time, reported by the students, as indicated for the Study Sheet was 1.75 or 1:45 hours per class hour for 527 students while the mean time for the daily study record was 2.10 or 2:06 hours for 317 students. Inductive reasoning seems to indicate the feasibility of utilizing approximately two hours of study per clock hour of classtime.
2. Personal equipment and results secured in an instructional situation are demonstrable evidence that confirm the facts assembled in this study. Observations reveal that instructors know more about their students and are better able to plan, motivate, and provide for their interest more effectively in an educational situation.
3. Good Study Habits are imperative "Tools" of learning and may be used in any content subject for individual and group guidance. Presenting the Study Sheet, the Daily Record Chart, and the Study Habit Sheet to the student are ways of giving information. The questionnaire and the statistics obtained are means of securing information from students.
4. A quantitative interpretation, of the data for the college student studied, was superior for over 80 percent of the Study Sheet questionnaire. When question six was restated and expressed, the same idea in question 10, there was a slight incongruity.

# Academic Freedom in American Higher Education in the Last Decade

## A Preliminary Annotated Bibliography

FRANCESCO CORDASCO

Fairleigh Dickinson University  
Rutherford, N. J.

1. "Statement of Principles," *Bulletin of the American Association of University Professors*, vol. 35, No. 1(1949), pp. 66-72.

Classical formulations largely based on 1925 and 1940 "statements of principles" which are herein reprinted. Attempts to meet the new problem of dismissal on grounds of Communist Party membership.

2. L. H. Chamberlain, *Loyalty and Legislative Action*. Cornell University Press, 1951.

"For typical evidence of legalistic straining at a gnat, and simultaneous willingness to swallow a camel of the appropriate ideological family." See Hook, *infra*, pp. 186-201.

3. T. E. Coulton, *A City College in Action*. New York, Harper Brothers, 1955.

Discussion of the Rapp-Coudert investigation of public education in New York City from 1940-43.

4. Harry D. Gideonse, "Changing issues in Academic Freedom in the United States today," *Proceedings of the American Philosophical Society*, Vol. 94, No. 2(1950), pp. 91-104.

This, and items #5, #6, #7, essentially re-affirm Gideonse's position that "Free men are always—in the moral sense—committed men. The problem of freedom lies in the understanding of the nature of their essential commitment." (Item #7, p. 84).

5. \_\_\_\_\_, "Are Congressional Investigations Helpful?", *The Educational Record*, Vol. 35, No. 2(April, 1954), pp. 104-107.



6. \_\_\_\_\_, "A Congressional Committee's Investigation of the Foundations," *Journal of Higher Education*, Vol. 25, No. 9(December, 1954), pp. 457-63.
7. \_\_\_\_\_, "Academic Freedom: a decade of challenge and clarification," *The Annals of the American Academy of Political and Social Science*, Vol. 301(September, 1955) pp. 75-85.
8. Richard Hofstadter and Walter P. Metzger, *The Development of Academic Freedom in the United States*. Columbia University Press, 1955.  
A comprehensive treatment. An objective history of higher learning in America written by educators who are historians in their own right.
9. Sidney Hook, *Heresy, yes—Conspiracy, no*. New York, John Day Company, 1953.  
"What is Academic Freedom? Academic Freedom is a special kind of freedom. It is the freedom of professionally qualified persons to inquire, discover, publish, and teach the truth as they see it in the field of their competence, without any control or authority except the control or authority of the rational methods by which truth is established. Like every other freedom, academic freedom, although it has an intrinsic value, is not absolute." (p. 154).
10. R. M. Hutchins, "Freedom of the University," *Ethics*, Vol. 46, No. 2(January, 1951), p. 95.  
University professors are "silenced by the general atmosphere of repression."
11. \_\_\_\_\_, *The Conflict in Education in a Democratic Society*. New York, 1953.  
A devastating attack against any type of limitation on academic freedom. The protagonist of Hook (#9, *supra*).
12. \_\_\_\_\_, "Are our teachers afraid to teach?," *Look* Vol. 18(March 9, 1954), p. 28 ff.  
"The entire teaching profession of the United States is now intimidated." (p. 28).

13. Russell Kirk, *Academic Freedom*. Henry Regnery Company, Chicago, 1955.

Academic freedom is the natural right of certain persons, usually few in number, to teach truthfully, to employ their reasons to the full extent of their intellectual powers, to conserve truth, and to extend it. "What the Hippocratic Oath is to the physician, such an oath ought to be to the teacher, and more; and no further oath ought to be required by any authority." (p. 153).

14. Arthur O. Lovejoy, "Academic Freedom," *Encyclopedia of the Social Sciences*, Vol. I(1930), pp. 384-387.

One of the best sources for historical and philosophical documentation, with appropriate stress upon the valuable and creative role of the American Association of University Professors in the formative years.

15. Robert M. MacIver, *Academic Freedom in our time*. Columbia University Press, 1955.

Examines the background and meaning of academic freedom. A discussion of the obligations and the rights of the educator.

16. *The New York Times*, March 31, 1953.

Key paragraphs, and the full statement of the Association of American Universities. "The university is competent to establish a tribunal to determine the facts and fairly judge the nature and degree of any trespass upon the academic integrity, as well as to determine the penalty such trespass merits. (*loc. cit.*).

17. Michael Polanyi, *The Logic of Liberty*. London, 1951.

A foreign view. "The task is formidable, for we have been taught for centuries to hold as a belief only the residue which no doubt can conceivably assail. There is no such residue left today, and that is why the ability to believe with open eyes must once more be systematically acquired." (p. 31). See #18, *infra*.

18. *Science and Freedom: Proceedings of a conference convened by The Congress for Cultural Freedom, and Held in Hamburg on July 23rd-26th, 1953*. Boston, Beacon Press, 1955.

Some hundred scholars and scientists from nineteen different

countries discuss the assaults on the freedom of science since the end of World War II. "And finally we attempted to clarify the philosophic foundations to the idea of freedom and science." (Preface).

19. Henry W. Tyler, "Academic Freedom," *Annals of the American Academy of Political and Social Science*, Vol. 200(1938), pp. 102-18.

An excellent early summary valuable for placing early definitions in proper historical perspective. Cf. #14.

20. Ernest Van den Haag, "Academic Freedom and its Defense," *Strengthening Education at all Levels*, Report of the 18th Educational Conference sponsored by the Educational Records Bureau and the American Council on Education, Washington, D.C., 1954. A cogent discussion of the effort to confuse the issue by comparing the disciplinary relation of the Communist Party with its members to that of the Catholic Church and its communicants. See also Hook, *op. cit.*, pp. 219-220.

21. *Communism and Academic Freedom: the record of the tenure cases at the University of Washington*. University of Washington Press, 1949.

The dismissal of several professors in 1949 on the ground that they were guilty as members of the Communist Party of violating the principles of academic freedom and therefore of "conduct unbecoming a teacher." A classic case.

22. Henry H. Hill, "Academic Freedom and Responsibility," *Peabody Journal of Education*, Vol. 33(1955), No. I, pp. 2-11.

"First, with the freedom of a professor in a college, there goes a sense of responsibility to the profession, to the college, to the students, and to the lay world in general. This sense of responsibility I would identify closely with maturity." (p. 7).

# Let's Say the Word

**ROBIN W. WINKS**  
**Yale University**

One of the saddest failings of the present teaching staff in American schools is that it is failing to teach the American student to talk, to communicate his ideas satisfactorily. By this I am not referring to speech classes, to oratory, or to the normal means of speech instruction, although here, too, our formal education often seems wanting. I am referring to the specialists who fail to teach their students the common, daily-used terms of their specialty. This, it would seem, is especially true of historians. The historian has come to believe that he teaches history only; yet, history is a field based upon ideas and facts, as are all fields, and a means by which the student can express those ideas and state those facts must be offered to the inquirer.

The average teacher of history on the university level seems to expect his students to memorize a certain amount of textbook material and to repeat that material on a written examination. But the student will have far greater need for tools by which he may express his information orally than for the tools of writing, for most of our communication is by the spoken word. Even if the student goes on to graduate work and plans on becoming a teacher himself, he will, if he truly is teaching, spend far more time speaking or preparing to speak than in committing himself to paper. Words written may be reviewed, corrected, and need not be pronounced; words spoken cannot be erased, and for this reason the teacher must be able to speak, to communicate his ideas without confusion. If the teacher is confused, what can he expect of the student?

One of the greatest lacks on the part of the teacher today is a simple one, and yet its continuation forms a vicious circle: the failure to pronounce even basic terms for the student, so that those terms may enter into the student's daily vocabulary. As an undergraduate I waited in vain for an instructor to pronounce a simple word like "villein." A freshman term, and yet no one in four academic years



felt it necessary to use the word in a lecture or in discussion. To say that the student should use the dictionary is begging the instructor's responsibility to the freshman student.

Even in graduate work the same tendency may be observed. The teacher shies away from using a term over which he may stumble. Here it becomes an example of either lax foreign language requirements in the graduate schools or of the notorious tendency of graduates, as they advance as teachers, to forget those languages so laboriously learned. Thus, instead of referring to Te Rangi Hiroa in Pacific history, to Narvaez in American history, or to *infangentheof* in medieval history, the instructor leaves the student to devise his own mis-pronunciation. How many students are still in the dark as to the correct way to refer to the Nez Percé war!

The situation becomes especially galling when the teacher pronounces names in foreign tongues. He probably will choose one of two ways to do this: Anglicize the name and write it on the blackboard, thus sidestepping the need to pronounce the word at all; or, the teacher may attempt to show his erudition by speaking several names with perfect pronunciation, saying them so rapidly that the student cannot possibly remember them or grasp their meaning.

The teacher has a responsibility to his students, not to see that they "get the work," or to prod them on, or even to encourage them. But he does have the responsibility to provide the student with the tools necessary for "getting the work." Far more important to this goal than a long bibliography or a correct seating chart is the simple use of the technical terms which relate to the course in such a spoken context as to make both their meaning and their pronunciation clear. There is another reason for the current American tendency to translate the untranslatable, such as *Weltschmerz*, than mere effort for clarity; too many teachers will hide behind an English translation their inability to meet a word on its own terms. History teachers are wont to remind their students that a long association with the facts of history is the only means of establishing a base for valid generalizations; well might the student reply that he needs a long association with the words which relate the facts as well, words correctly used, so that he may communicate his facts more concisely than has been in the case in the past.

# Paving the Way for Future Educational Progress

**FREDERICK R. CYPHERT and  
GERTRUDE BURBAGE**  
Torrance School District, California

For the past century educators have been forced to hold back from making needed changes and advances in the instructional programs of their schools in order to give a tradition-bound public an opportunity to catch up with modern educational thought. There is much truth in the statement that "a school can go no further than it can take its parents." Unfortunately, increased public relations activity in the form of parent-study groups, P.T.A. programs, school publications, and even newspaper and magazine articles has failed to materially narrow the gap between the research-founded knowledges of the professional educator and the tradition-biased prejudices of the lay public.

Typical of this understanding-lag are today's pressures that all children must be involved in cut-throat intellectual competition if the gifted are to be challenged, or that the chief failure of the academically-slow student is lack of effort and appreciation. This conflict between enlightened theory and unenlightened opinion has always been, and will continue to be, an obstacle to educational progress. Moreover, it will remain a major deterrent unless educators exercise some bold imagination in pursuing a solution.

Some few educators have asked themselves the question, "What am I doing to insure that my students of today will have a more intelligent view of educational practice when they become parents and adult citizens?" However, this concern has seldom resulted in any sustained positive action. Most school men have not recognized the power which is theirs to build sympathetic attitudes and understandings of the latest in educational fact and philosophy, and to assist in the creation of an educationally-literate citizenry of tomorrow. The aim of this paper is to suggest a means for accomplishing this end.

The key to learning is involvement in considered action and recognition of the consequences of this action. WHY, THEN, IS AN UNDERSTANDING ON THE PART OF STUDENTS OF WHY THEY ARE TAUGHT IN THE WAYS THEY ARE TAUGHT NOT A LEGITIMATE GOAL OF EACH TEACHER IN EVERY CLASSROOM? Is this not a highly desirable means for insuring the future progress of education and at the same time imparting needed knowledge of the science of human behavior? Certainly this is not a short-sighted device for solving all pedagogical problems immediately, but it does give promise of providing future public support for sound educational endeavor. It stands to reason that if children have the meaning of educational philosophy demonstrated and explained to them throughout their schooling, educators will have more understanding and flexible parents with which to work in future years.

The classroom teacher ultimately plays the prominent role in this undertaking. It also appears that it is her adeptness in cooperative pupil-teacher planning which determines her success. This attempt to get students to understand the educative processes is applicable in varying degrees to all ages, grade levels, and subject areas.

For example, if a primary teacher wants to help children understand the benefits of grouping within her classroom, she might begin a reading lesson by attempting to have the entire class gathered around her. It would soon become apparent to the children that this procedure is unwieldy and unsatisfactory. From this point, discussion might lead these children to discover that each one could better be helped by the teacher individually if the class were broken into several small groups. The pupils would thus have gained an intelligent insight into an accepted teaching technique, and would also be started along the path which leads to the recognition and appreciation of individual differences.

As children mature, the concepts shared with them would increase in complexity so that their level of understanding would be continually deepened. There is sufficient evidence to indicate that adolescent students considerably enhance their learning environment if they play an active part in both the planning and execution of classroom activities. The high school teacher who delegates a portion of class leadership to able students not only performs a function vital to democracy, but creates a situation conducive to studied insight into group dynamics

by her charges.

The immediate barrier to instituting this plan for increased student understanding is the lamentable fact that many practicing teachers do not fully comprehend the methodological implications of the learning processes. Happily, the procedure of explaining pupil-teacher relations to the students involved can be rigorously applied by principals in their in-service education activities and by college teachers as the minister to teacher-trainees. Since it's true that we tend to teach as we are taught, this is the logical way to prepare public school teachers to similarly instruct their students. These writers have found that the simple device of devoting ten minutes at the close of a college class or a building faculty meeting to an analytical discussion of the effect of the methods of the leader and the activities of those involved brings about amazing growth in perceiving the role of the teacher.

Must education continue to be held back by a well-intentioned but frequently misinformed public for another century, while the profession continues to battle this mass ignorance with the same old outworn tactics? Can our profession any longer afford the luxury of having teachers who too often do not thoroughly understand the reasons behind their instructional methods? The answer to both questions is a resounding no if we begin today to familiarize a generation of youth with the best of educational ways so that they become understanding and supporting adults. Our public schools could begin to enjoy the results of such a program within ten to twenty years instead of sitting and wishing and wondering for yet another century!



# Let's Stop Looking at the Tool

**CLIFFORD J. KOLSON**

**Miami University**

**Oxford, Ohio**

At a recent convention in a mid-western city, a group of men met in the hotel lobby. They had come from many different parts of the nation to attend a professional convention and learn of new ideas and theories. In the course of the conversation, it became apparent that the men had all traveled in different ways to reach their destination. The eldest man had come on a plane; another man, coming from a much shorter distance, had traveled by bus; another had brought his family along in the family car; one had come by train; one who lived in the city itself had availed himself of the services of the streetcars, while another had simply walked from a nearby apartment building where he made his home. Looking over the group and listening to their comments, it was easy to see that each of the men had chosen that particular mode of travel either from some particular necessity, or because it suited him best in some way. Regardless of how they had traveled, here they all were in the lobby of the same hotel, ready to attend the same meetings. They had all accomplished the same thing in a different way.

In other phases of life we find the same thing to be true. It is the result that is important, not how we travel or what tools we use. In art we judge the painting by the effect the finished product has upon us. Politically we judge our elected representatives by whatever effect they may have upon us, and not by the manner in which they captured the office, providing of course that it was a legitimate one. Even in buying a pair of shoes we look at the finished product and not at the shoemaker or the machinery. Results are what count.

If we apply this premise to education, it is clear that results in the children are the important thing. It is not necessary for all teachers to teach alike in order to obtain the same results in their teaching. The method by which we teach is important only insofar as it accomplishes results in the children. However, many of the pseudo-educational stat-

isticians, psychologists, and philosophers fail to see this and concentrate their efforts on trying to show the importance of method in teaching.

There are many contradictions in this way of thinking. Those who believe most strongly in concentrating on method are most often those who talk most about the "individual differences" in children. Yet, those same people ignore completely individual differences as applied to teachers. They assume that each teacher has the same nervous system, the same environmental background, the same intelligence, in fact, complete "sameness"; therefore the panacea method in vogue at the time is believed to be useful with the same degree of efficiency to all teachers. Nothing could be further from the truth. If we recognize individual differences in children, we must also recognize individual differences in teachers and allow each to choose that method which is most compatible with the personality she has developed. I could no more teach by the so-called traditional method and get good results than Miss Rodwelder down the hall could teach by the so-called progressive methods and get results. Let us not worry too much about warping children. There is more likelihood of warping both children and teacher when we use a method of teaching that is not in keeping with our personality. Teachers too are individuals and panacea methods cannot be universally applied.

Another contradiction prevalent among those who feel that method is all important is their attitude toward grouping. Many of the greatest proponents of grouping as an excellent classroom teaching method are also the most vociferous opponents of school wide homogeneous grouping. On close examination, we are inclined to question where the difference lies between the two. How is it possible to justify the one, but not the other, when the rationale between the two is so closely related?

If education is to increase in its efficiency we must look at it and study it in its proper perspective. We must be able to see wholeness and interrelationships. We must stop judging the workmen by the kind of tools he uses and judge him by the product. The temple of methodology must be razed. The teacher must be judged by the results in the children and not by the method she employs. The way we travel is not so important; what matters most is whether we reach our destination.

# Supply and Demand and the Teaching Profession

**EDGAR A. KING**  
**State College for Teachers**  
**Buffalo, New York**

It has become all too common a practice in some quarters to attempt to evade the responsibility for the teacher shortage by citing the cliché “the law of supply and demand will rectify the situation.” This has been going on for almost fifteen years and it becomes painfully apparent that this economic law has not rectified the shortage of professionally trained teachers. It may be that some of the current dissatisfaction with our educational systems stems from this source.

If this law were allowed to operate freely in the market for teachers’ services it should function thusly: during a period of great demand for teachers, salaries would rise to such an attractive level that many students would immediately undertake an educative process which would qualify them as professional teachers; when the supply of such became greater than the demand, salaries would level off and then start downward. This can be summarized by saying that whenever the supply of teachers increased beyond the demand, or the demand decreased to less than the supply, salaries go down; when either demand increases or supply decreases, salaries go up.

In our present day economy, the law of supply and demand does not operate freely in establishing prices for most goods and services. Farm and industrial subsidies, legal monopolies, union price setting, and business combinations, mitigate against its operation. The price of professional teachers’ services are likewise outside the scope of its control.

There are several factors which are responsible for this situation. However, it is the purpose of this paper to point out the tremendous powers used by the state governments to nullify the free operation of supply and demand.

The state governments through their legislatures and their education departments decide who shall go to school and for how long. In general they have not bucked the tide of growing demands for more and better education.

The state governments through increasing or decreasing the enrollments in state teacher colleges has a direct lever by means of which they can freely determine the supply of teachers.

The state governments have a most dangerous control over the supply of teachers by virtue of their certification practices, which have sometimes retarded the development of true professional status for teachers.

For a long time, people with sub-standard preparation have been given temporary certificates to teach in our public schools. This was done originally on the plea of sheer necessity occasioned by a rising birth rate, post-war conditions, and a lack of foresighted planning. It has been allowed to continue too long if the improvement of teaching as a profession, and the best possible educational opportunities for American children, are legitimate goals within our culture.

It might be said in passing that the above situation has provided a holiday for politically minded school boards and unprofessional administrators, to dispense patronage in the best Tweed tradition.

The law of supply and demand does not operate in determining teacher status. It is not allowed to operate. This may be a mixed blessing as we strive toward the professional status for teachers.

When qualifications for certification are established by *professionally minded educators* rather than by political bodies, teaching will have taken a long step toward full professional status. When this is achieved it may be expected that the calibre of teaching performance will improve to the extent that the American public will adjust their sense of values, to the point where they will price teaching services commensurate with other services demanding great preparation, such as law, medicine, engineering, and dentistry.

If and when educators become the guardians of their own profession they will have the power to close the flood gates in the event that the market is again flooded with "temporary depression teachers," such as occurred during the thirties.

Lest there be apprehension as to how professional teachers might



operate in controlling supply, were they given this power, let it be pointed out that teachers have done and are continuing to do an outstanding job of recruitment. This, in spite of the fact that they have thereby increased competition within their own ranks. Their achievements in this area have an altruistic flavor not apparent in any other group, including the professions and the labor organizations.

It is desirable that all teachers become aware of the facts which dispel the myth of supply and demand operating in the market for teachers' services.

It is imperative that all professionally minded teachers work toward a plan of governance for their own group, both in matters of admissions and continuance in service, which is developed and administered by professional teachers.

Such a policy would not only improve the professional status of teachers, it would work toward the larger goal of improving educational opportunities for American youth.

## PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for ■ Teacher's Library

NOVEMBER, 1958

*Booknotes Committee:* Susan B. Riley, William A. Fitzgerald, and Norman Frost, Chairman.

*Secretaries to the Committee:* Jane Rush and Janette Brach.

*Annotators for this Issue:* Jack Allen, A. Edwin Anderson, Myrtle Bomar, Kenneth S. Cooper, Virginia M. Davis, Harold D. Drummond, Norman Frost, Thomas Richards Griffith, Jr., Evelyn Karr, Tuttan Larson, Harold D. Patterson, Jewell Phelps, Felix C. Robb, Ida Long Rogers, Anna Lee Russell, H. Craig Sipe, P. M. Slates, T. Donley Thomas, Robert Polk Thompson, William H. Vaughan.

### The Arts

BENSON, KENNETH R. *Creative Crafts for Children*. Prentice-Hall, 1958. 106p. \$5.25.

An aid to teachers, playground supervisors, camp counselors and other adults who work with children, this manual gives complete instructions for 40 inexpensive craft projects designed to develop creative skills in children aged 6-16.

*The Moderns and Their World*; Introduced by Sir John Rothenstein. Philosophical, 1958. 96p. \$12.00.

This book presents a clear analysis of where we now stand in art, and how we got here. I recommend it to the layman especially, since it is brief and general.

### Children's Literature

ABELL, ELIZABETH F. *Westward, Westward, Westward*. Watts, 1958. 234p. \$2.95.

Some of America's best writers, such as Will James, John Prescott, J. Frank Dobie, Wallace Stegner, Oliver La Farge, H. L. Davis, Paul Horgan and many others have contributed stories to this anthology of fiction and nonfiction about the early settling of the West. Recommended for ages 15 and up.

AGLE, NAN (HAYDEN) AND WILSON, J. C. *Three Boys and a Helicopter*. Scribner's, 1958. 122p. \$2.50.

A well-told adventure story for young readers. It will be easy for boys to identify themselves with the characters.

AIKEN, JOAN. *More Than You Bargained For, and Other Stories*. Abelard, 1957. 192p. \$2.50.

These delightful short stories are marked by a matter-of-fact—and effectively disarming—combination of contemporary settings and characters and supernatural elements! They offer merely pleasant reading for junior high upward.

BARR, CATHRINE. *Jeff and the Fourteen Eyes*. Walck, 1958. 32p. \$2.25.

The fourteen eyes belonged to seven friendly little animals, peering at Jeff through the flap in his tent. Jeff was badly frightened until he found there was really nothing of which to be afraid. An easy-to-read book for ages 5-7.

BEALS, CARLETON. *John Eliot, the Man Who Loved the Indians*. Messner, 1958. 192p. \$2.95.

A biography for adolescents, this book describes one man's battle to bring Christianity and western culture to 17th century New England Indians. Eliot is portrayed as a great liberal.

BENNETT, EVE. *Concerning Casey*. Messner, 1958. 190p. \$2.95.

An excellent work dealing with the ideal family life of Casey Ann Redd, a senior in high school, her two sisters and her two brothers. In the crisis of the very serious illness of the youngest child, Casey found herself and her career, medicine.

Excellent guidance for the many children today who need help in family life. Also enjoyable just for light pleasure reading.

BROWN, MARGARET WISE. *The Dead Bird*. Scott, 1958. unp. \$2.75.

Based on a childhood experience of the author, this picture book tells of a little girl and her playmates who, in finding a dead bird, met death for the first time. They grieve over its death, give it burial in the manner of adult ritual, and every day, until they forget, come back to sing and plant flowers. Because of its simplicity, this could serve as an introduction to a subject in which all children have a natural interest.

BUCHHEIMER, NAOMI. *Let's Go to the Telephone Company*. Putnam, 1958. 47p. \$1.95.

Informative account of the workings of a telephone system. Recommended for the elementary school library for use in modern communication, or science studies.

BUFF, MARY MARSH AND BUFF, CONRAD. *Elf Owl*. Viking, 1958. 72p. \$2.75.

From their nest in the top of the giant saguaro tree a pair of elf owls, the smallest of all owls, watch the busy life of the desert by day and night as various animals come to a water hole in search of food and water. Beautiful illustrations in sepia. Recommended for nature study, ages 7-10. A selection of the Junior Literary Guild.

CAFFREY, NANCY. *Scene from the Saddle*. Dutton, 1958. 88p. \$2.95.

Johnny Williams gets ready for his first horse show and lives through the first day of it. Young horse lovers will learn much they need to know, and will enjoy the practical yet glamorous way the matter is represented. Recommended.

CARTER, KATHERINE. *The True*

*Book of Oceans*. Children's Pr., 1958. 47p. \$2.00.

A factual account of the nature of oceans, describing its floor, surface, shore, tides, currents and the plants and animals that live in its depths. Simple text, using words from the combined word list for Primary Reading, make this an easy book for grades 1-3.

COUSINS, MARGARET E. *We Were there at the Battle of the Alamo*. Grosset, 1958. 180p. \$1.95.

We were there at the Battle of the Alamo will relive the excitement and horror of the Alamo. The author captured the mood of the Texas Revolt, and appropriately continues her story until the final victory is won by the Texans.

EBERLE, IRMENGARDE. *Rosemary's Secret*. Random, 1958. 140p. \$2.50.

A strange old man, living in a mysterious old house, in which he is sure some family treasure are hidden, make the background for this story which early elementary readers will find exciting. Rosemary is a brave and determined little girl.

FORBUS, INA B. *The Secret Circle*. Viking, 1958. 160p. \$2.50.

Neelie had many animal friends with whom she could talk and share her things. Christmas time was very special, with snow already, surprises and a gold penny to spend as she wished. The biggest surprise of all came on Christmas Eve. An absorbing story of a well adjusted girl in what might have been a difficult situation. Upper Elementary reading.

FRANKLIN, GEORGE CORY. *Rocky*. Houghton, 1958. 138p. \$2.50.

This combines a nature story and the true account of friendship of an elk and the goats and sheep of a rancher. Good reading for third and fourth grade children.

FREEMAN, MAE BLACKER *The Story of Albert Einstein*. Random, 1958. 178p. \$2.95.

This extremely readable biography reveals the man as well as the scientist. It will make good reading for all potential scientists.

GOUDEY, ALICE E. *Here Come the Wild Dogs!* Scribner's, 1958. 91p. \$2.50.

Details of the life and nature of foxes is given here in a story sequence that young readers will enjoy. The brief, sympathetic treatment the author uses, will hold the child's attention while he gets the authentic background of study. Recommended.

HALLOWELL, PRISCILLA C. *Hector Goes Fishing.* Viking, 1958. 47p. \$2.00.

Unusual imaginative treatment of the sport of hunting and fishing. Seen through the eyes of a seven-year-old boy, the events seem reasonable, but after all, his point of view was not the usual one. Third and fourth grade readers. Recommended.

HEAGNEY, HAROLD JEROME. *Chaplain in Gray.* Kenedy, 1958. 190p. \$2.50.

A background book, a series designed to teach children the contributions to American development made by Roman Catholics, this book tells engagingly the story of a Confederate Chaplain and his long years of work in the interest of the Lost Cause. Recommended.

HOGAN, INEZ. *The Littlest Satellite.* Dutton, 1958. unp. \$2.50.

A rather fanciful story in which a little gnome rides to the moon on the witch's broomstick to find out what a satellite is. Since fact and fancy are so intermingled, the young child will find it difficult to determine where the fairy tale element leaves off and basic scientific information begins.

HOGNER, NILS. *Farm for Rent.* Abelard-Schuman, 1958. unp. \$2.50.

A city family who move to the country in order to escape the city noises find that the animals on a farm make their home even noisier than before. Simple story with many illustrations of different farm animals. Ages 5-8.

KAY, HELEN, pseud. *Lincoln: A Big Man.* Hastings House, 1958. 45p. \$2.75.

Mary Lincoln said of her husband, "People are perhaps not aware that his heart is as large as his arms are long." This narrative of incidents in Lincoln's young manhood before he was elected President will show children the spiritual as well as the physical qualities that made him a "big" man.

KING, MARTHA BENNETT. *Bean Blossom Hill.* Rand McNally, 1957. 36p. \$1.50.

Based on an old American folk tale, this is the story of Punkin Johnny who is destined to "bring fortune to all who live in Bean Blossom Hill." How this comes about makes delightful reading for ages 6-8. The author is a specialist in children's literature and American folklore.

LAND, MYRICK, AND LAND, BARBARA. *The Changing South.* Coward, McCaan, 1958. 96p. \$2.50.

A report of the changes brought about in the South since 1940 as a result of new methods in farming, industrialization, and experiments in space flight. Indexed and illustrated by photographs. Recommended for use in Junior High school as a social study.

LAUBER, PATRICIA. *Dust Bowl.* Coward, 1958. 96p. \$2.50.

An account of how the Dust Bowl on the great plains of the USA came to be through improper use of the soil and what conservationists are doing to prevent a repetition of that disaster. Recommended for library use in Junior High. Indexed and illustrated by photographs.

LAUBER, PATRICIA. *Valiant Scots.* Coward, 1957. 96p. \$1.95.

Short but interesting study of the problem of livelihood in the highlands of Scotland.

LENT, HENRY B. *Men at Work in the Great Lakes States.* Putnam, 1958. 128p. \$3.00.

A good example of economics material for young readers. There are some two dozen brief chapters dealing with numerous types of manufacturing activity. This book is well written and illustrated. Good reference material.



LIERS, EMIL E. *A Beaver's Story*. Viking, 1958. 192p. \$3.00.

Told in story form, this well written nature story is sure to hold the interest of the young reader, giving him accurate and authentic details of a beaver family's life over a two-year period. The careful attention of the illustrator to detail add much to the value of the book as a nature study. Recommended.

LONG, LAURA. *De Lesseps, Builder of Suez*. Longmans, 1958. 154p. \$2.75.

An interesting book for younger readers about the struggle and intrigue leading to the development of the Suez Canal.

MOLEWORTH, MARY. *Fairy Stories*. Roy, 1958. 159p. \$2.50.

These delightful fantasies have been selected and edited by Roger S. Green, who has read all of Mrs. Moleworth's one hundred and one books in making the selection. For intermediate grade reading, and all who delight in fairy tales.

MOORE, PATRICK. *Issac Newton*. Putnam, 1958. 123p. \$2.00.

An interesting and factual biography. High school students already acquainted with science will appreciate better the contribution of this great scientist.

NEURATH, MARIE. *The Deep Sea*. Sterling, 1958. 35p. \$2.00.

A factual book describing some of the strange creatures inhabiting the sea and their method of finding food. The simple text, accompanied by clear illustrations, give the young child 7-9 an understanding of little known world.

O'DONNELL, JAMES E. *Japanese Folk Tales*. Carter, 1957. 92p. \$5.00.

The author has collected and interpreted for American children some of the favorite folk stories of the Japanese children with the hope that they will find the Japanese people and customs as charming as he did during his service with the army of occupation during World War II. An outstandingly delightful book both in content and illustrations. Recommended for ages 6-8.

Ogilvie, Elizabeth. *The Fabulous*

*Year*. McGraw Hill, 1958. 233p. \$3.00.

Cass Phillips of *Blueberry Summer* by the same author continues her experiences in this book, capitalizing on her new figure and personality gains to have a successful senior year marked by enough romance and other problems to keep teenage girls interested. Cass's realizations of sane values should be guidance for the readers.

PALLADINO, TONY. *Once There Was a General*. Watt, 1958. unp. \$1.50.

A small picture book about the general who tried to be warlike but didn't succeed, so he reduced his armed forces and then found that he had a field full of daisies instead. The symbolism will be more intriguing to the adults than the children.

PEARE, CATHERINE OWENS. *William Penn*. Holt, 1958. 192p. \$3.00.

This well known author presents a biography for adolescents based on a considerable amount of original research. The result is a balanced, straightforward study which should both edify and please its readers.

POHLMANN, LILLIAN. *Myrtle Abertin's Song*. Coward, 1958. 218p. \$3.00.

Life in a California mining town in the 1890's, as seen through the experiences of a nine-year-old girl. Pleasant reading for a middle elementary reader, made up of interesting problems of everyday life.

POSELL, ELSA. *The True Book of Deserts*. Children's Pr., 1958. 46p. \$2.00.

An introduction to the physical nature of deserts and to the plants, animals and people living in this dry region. An easy-to-read book for the young reader, ages 6-9.

RICHMOND, CECIL JANE. *Handbook for Dating*. Westminster Pr., 1958. 64p. \$2.00.

The *Handbook for Dating* is written in answer to actual letters from teenagers asking about how to get started dating, going steady, problems with parents, and early marriages. The questions are sincere and natural and are answered honestly with a recognition of the need to understand ourselves and a concern for others.

ROSS, EULALIE (STEINMETS). *The Buried Treasure, and Other Picture Tales*. Lippincott, 1958. 187p. \$3.00.

Favorite fables and folk tales from other lands, selected by a well-known librarian from the Picture Tales series. Children of today, as have past generations of children, continue to find these tales a source of never ending pleasure. Especially recommended for reading aloud or story telling to ages 6-10.

STEINER, MRS. CHARLOTTE. *My Bunny Feels Soft*. Knopf, 1958. unp. \$2.75.

A picture book in which the author dramatized the meaning of "touch" words for the young child by means of delightful simple rhymes. Such words as *soft, hard, cold, hot, wet, smooth, sticky*, and others will have a new meaning to the small child just beginning his introduction to words. Of value to both parents and kindergarten teachers. Ages 3-6.

STEVER, MRS. DOROTHY VOORHIES. *The Freight Yard*. Leibel, 1958. 31p. \$2.00.

This is a good example of economic material for young readers. In clear language and excellent illustration the freight yard is amply described. A useful volume for the library of the primary school.

STUART, DOROTHY MARGARET. *London Through the Ages*. Dutton, 1958. 230p. \$3.50.

The story of London and its people from its beginning in Celtic times to the end of World War II is based on old manuscripts, prints, portraits, and other original sources. The study covers such a wide range of history that the treatment is necessarily sketchy. To the teen-age student who has little background of English history, this book will not be too meaningful. The book also suffers from a lack of index.

UNGERER, TONI. *The Mellops Strike Oil*. Harper, 1958. 32p. \$2.00.

After a series of mishaps, the Mellops, a family of French Pigs, decide that oil drilling is not too successful when done by amateurs. Pre-school children find the adventures of this unusual family very amazing.

VAUGHAN-JACKSON, GENEVIEVE. *Animals and Men in Armor*. Hastings House, 1958. 88p. \$3.75.

The greater part of this book deals with animals which, from prehistoric times to the present day have developed armor as a means of protection from enemies. Medieval man's use of armor is briefly compared to the animal's natural armor. The subject matter is interesting, the illustrations are good. Lack of index is somewhat of a drawback to a study of this kind.

VILLERS, ALAN JOHN. *The New Mayflower*. Scribner, 1958. 48p. \$2.95.

An account of Mayflower II from its construction to its voyage across the Atlantic. Youngsters, particularly, will enjoy the picture and the accounts along with the colonial history lessons.

VOIGHT, VIRGINIA FRANCES. *Mystery at Deer Hill*. Funk, 1958. 183p. \$2.95.

A fascinating story of a young girl who spent the summer with her old maid aunt. This adventure turned out to be most thrilling. There is even a touch of romance when her "old maid" aunt and the author-owner of the nearby property fall in love and are married. Should be greatly enjoyed by teen-age girls.

WELLMAN, MANLY WADE. *The Ghost Battalion: A Story of the Iron Scouts*. Washburn, 1958. 173p. \$2.75.

Clay Buckner was an Iron Scout with Jeb Stuart's cavalry. His spying leads him into adventure and romance, surely to the enjoyment of the young readers of this book. The story is written well.

WILKIE, KATHARINE E. *George Rogers Clark: Boy of the Old Northwest*. Merrill, 1958. 192p. \$1.95.

An addition to the childhood of Famous Americans series, this little book for young readers is a pleasing low-pitched narrative of childhood in 18th century Virginia. Excellent juvenile interest, little historical relevance.

WILLIAMS, GWENEIRA MAUREEN. *Timid Timothy*. Scott, 1958. unp. \$2.50.

A re-issue of a popular read-aloud story for young children. Timid Timothy learns that there is a trick to being brave.

## Education and Psychology

BALSDON, JOHN PERCY, AND DAERE, VIPRAN. *Oxford Life*. Essential Bks., 1958. 279p. \$4.00.

*Oxford Life* is a delightful account of the experiences of a new student of Oxford. The author takes a new student through all the experiences that the new student faces. One wonders if this sort of an autobiography for the story is written in a very personal manner. The language, supposedly is the language of Oxford. It is sharp contrast to the more forceful language of our American college. The social and physical life is not as robust as that lived on our campuses. At any rate the book gives us a good insight into the life of one of the oldest and most renowned universities in the western world. Any student of higher education will enjoy this book.

BEALS, RALPH L. AND NORMAN D. HUMPHREY. *Frontier to Learning*. Minn. Pr., 1957. 148p. \$3.25.

*No Frontier to Learning* is a study of the Mexican student in the institutions of higher learning in the United States. There is an analysis of the students from Mexico. The authors then proceed to study the social ideological and cultural changes that appear to take place in the Mexican students as a result of their period of study in the United States. Then there are recommendations for improvement in the exchange program.

EDUCATIONAL POLICIES COMMISSION. *Higher Education in a Decade of Decision*. The Commission, 1957. 152p. \$1.50, pap.

A high-level, straight forward discourse on problems of American higher education: Who will go to college? Who will teach? How to finance? These and other questions are presented.

FARNSWORTH, PAUL RANDOLPH.

*The Social Psychology of Music*. Dryden, 1958. 304p. \$4.50.

Though it favors its expressed bias, this book still presents a comprehensive survey of the ideas and experiments in this field. The extensive bibliographies for each topic are invaluable. The language is as general and readable as such a subject could allow without sacrificing clarity. A glossary of terms included.

GRISWOLD, ALBERT WHITNEY. *In the University Tradition*. Yale U. Pr., 1957. 161p. \$3.00.

This is a series of essays on problems of University Administration. The author is President A. Whitney Griswold of Yale University. He treats such problems as academic freedom, budgets, athletes, the college curricula and other similar problems. President Griswold employs unusual frankness and simple and direct language in discussing these topics. Such simplicity and directness indicates that he understands the issues under discussion.

HILL, HENRY H. *Changing the Options in American Education*. Macmillan, 1958. 122p. \$2.50. Kappa Delta Pi Lecture series.

This is the thirteenth in the Kappa Delta Pi series. In it, Dr. Hill has chosen three important options which Americans must exercise. The three questions which must be answered are: (1) What financial relationship must exist between public state-supported education and privates and parochial education? (2) What answer is to be given to racial segregation in the public schools? (3) Shall equality of opportunity in higher education be given a broader base? This is a concise discussion, factual, statistical and analytical in which the author clearly points out he is a moderate. His is a reasonable argument, characterized by toleration and breadth of view. His discussion will contribute to sound thinking on a trio of urgent problems.

MARTINSON, RUTH A. AND SMALLENBURG, H. W. *Guidance in the Elementary Schools*. Prentice-Hall, 1958. 322p. \$4.95.

Elementary school guidance is described as an organized program of activities that is



concerned with the social and emotional well-being of children. Guidance workers who adopt this viewpoint will have to receive more and differentially oriented training from the usual H. S. Vocational Counselor. The book is a little thin in the areas of definition, approach, and theory and heavy with methods and materials, especially charts and records.

## Health and Physical Education

SCOTT, HARRY A. AND WESTEMPER, R. P. *From Program to Facilities in Physical Education*. Harper, 1958. 438p. \$6.50.

An analysis of the program of physical education, together with its purposes and requirements, so that administrators, architects and all concerned with planning will be aided in designing and constructing the best possible physical facilities to fit the modern program in physical education.

## Literature

ASHE, GEOFFREY. *King Arthur's Avalon: The Story of Glastonbury*. Dutton, 1958. 384p. \$5.00.

A lively scholarly examination of all the documents, legends and literature that seem to indicate a continuous history of Glastonbury back to pre-Celtic days. The author's enthusiasm makes him incline toward somewhat dubious proofs, but also adds to the fascination of his subject.

FROCHOCK, WILBUR MERRILL. *The Novel of Violence in America*. South. Meth. Univ., 1957. 238p. \$4.50.

This second edition of an admirable critical survey of American fiction since 1920 is expanded to include analyses of the work of Robert Penn Warren and James Agee as well as discussion of popular paperback novels. The earlier essays deal informatively and judiciously with Dos Passos, Wolfe, Farrell, Cain, Falkner, Caldwell, Steinbeck, and Hemingway.

LANCASTER, BRUCE. *Night March*. Little, 1958. 341p. \$4.50.

Kirk Stedman and Jake Pitler, two fiction-

al Union cavalry captains, were captured near Richmond, and sent to Libby Prison. Upon their escape they marched through Confederate territory to Tennessee in time to fight Hood before Nashville. The novel is sure to delight Civil War fanciers, being brimfull of battle scenes, derring-do, and romance.

PINTO, VIVIAN DE SOLA. *The Divine Vision*. Essential Bks., 1957. 210p. \$4.50.

Nine Essays on Blake—two dealing with his early lyrics, one on "Blake and Milton," and two on Blake's major epics. One on Blake and Hindu creation myths, three on Blake as a pictorial artist, written by scholars from three continents for the Blake bicentenary. Each essay is a signal contribution to a clearer and ampler appreciation of Blake. And the text itself is to be praised.

SCHNEIDER, BEN ROSS, JR. *Wordsworth's Cambridge Education*. Cambridge, 1958. 298p. \$6.00.

We learn from this study a great deal about English university life in general as well as about Wordsworth's particular experience. This is a badly needed investigation that throws light on much of the poet's prelude. The writing is clear and understanding.

SEDURO, VLADIMIR. *Dostoyevski in Russian Literary Criticism, 1846-1946*. Columbia Univ., 1957. 412p. \$7.50.

At once an historical survey and a case study of the effects of Communist doctrine on Russian critics. This book is a splendid achievement. Though it is detailed and fully documented, it is very readable. Among other things, it shows clearly that "Dostoyevski's" philosophy and Soviet ideology are fundamentally incompatible.

VAN DORE, MARK. *Don Quixote's Profession*. Col. Univ. Pr., 1958. 99p. \$2.50.

Three lectures at Emory University in which a great interpreter of literature treats of a great interpreter of life in terms of one of the greatest of literary portrayals—Don Quixote. The reader is pleased and persuaded that Dr. Van Doren has truly sought



"to make the most that can be made" of Quixote's madness, "if mad he was," and he is comforted to see the noble fellow so well and defended.

## Music

BERGER, KENNETH WALTER. *The March King and His Band*. Exposition, 1957. 95p. \$3.00.

Mr. Berger renders a great service with this little book if only insofar as he succeeds in dispelling some of the mythology which has surrounded and obscured Sousa's life. The reader will find besides an enjoyable narrative, appendices containing a list of all of Sousa's works, a roster of his band personnel and a guide to records of his music.

COOPER, GROSVENOR. *Learning to Listen*. Univ. of Chicago Pr., 1957. 167p. \$3.75.

Despite the fact that there are already a myriad of books of this nature, the present volume is a significant one. In proportion to the amount of material contained within the covers, the cost is negligible. A valuable addition to the fundamental materials of the Humanities course.

DILLER, ANGELA. *The Splendor of Music*. Schirmer, 1957. 214p. \$4.75.

Miss Diller's book is sensitive and reasonable when dealing with aspects of piano and technique. However she tends to be a bit unrealistic (though, by no means, uncompromising) when it comes to problems of programming material.

JACOBS, RUTH (KREHBIEL). *The Children's Choir*. Augustana, 1958. 311p. \$4.95.

This is almost an encyclopedia covering all phases of work with children's choir. Presentation is somewhat rambling, but so many programs, suggestions, and ideas are here that it should be available to every director of church music.

KAPLAN, MAX. *Music in Recreation: Social Foundation and Practices*. Stipes, 1955. 230p. \$3.90.

Mr. Kaplan's book takes its place as one of the only examples of its kind, dealing as it does with various types of physical activi-

ties, and the alignment with art that can be brought through the medium of music. A notable endeavor from the pen of one of our foremost socio-anthropologists.

MELLERS, WILFRID HOWARD. *The Sonata Principle* (from c. 1750). Essential Bks., 1957. 237p. \$7.00. Man and His Music Series.

MELLERS, WILFRID HOWARD. *Romanticism and the 20th Century*. Essential, 1957. 236p. \$7.00.

Mr. Meller's two books are the last in a series of four intended as a detailed history of music. They present a fascination thesis in that they attempt to relate directly the rise and fall of specific musical materials and forms to specific philosophical ideas, social conditions, and national characteristics. Of interest to all music students, though the approach is technical.

MENDEL, ARTHUR AND OTHERS. *Some Aspects of Musicology; 3 essays*. Liberal Arts Pr., 1957. 88p. \$1.25.

The three essays contained in this book are first rate. There is a pleasing variety in the subject matter and the type of scholarship that has gone into the production of these gems should draw a measure of appreciation from non-musicologists as well.

*New Oxford History of Music; Vol. I, Ancient and Oriental Music*. Oxford, 1957. 530p. \$9.50.

Dr. Wellesz's book will be a valuable supplement to the already famous work by Curt Sachs on the development of music in antiquity. It is devoutly to be hoped that the forthcoming volumes of this series maintain the standard of scholarship set by Dr. Wellesz and Don Anselm Hughes (in Vol. 2, already released).

REESE, GUSTAVE. *Fourscore Classics of Music Literature*. Liberal Arts Pr., 1957. 91p. \$1.25.

Beginning with the Harmonika of Ptolemy, Dr. Reese provides thumbnail descriptions of all the major musical treatises down to the Neue Harmonielehre by the quarter-tone composer, Alois Haba. Each little essay is followed by a short statement of source and a listing of prints whenever available.

PIRRO, ANDRE. *J. S. Bach, tr. by Mervyn*. Crown, 1957. 269p. \$3.50.

This is a fine biography of J. S. Bach. The book offers some rare insights into many of the composer's works although they are superficial in places. The catalogue of works and the discography will be of special interest to anyone studying the works of J. S. Bach.

ULRICH, HOMER. *Music: A Design for Listening*. Harcourt, 1957. 438p. \$5.00.

Not many books of this type have appeared on the market which combine, to such a satisfactory degree, a wealth of detail and a critical insight within a slight space. There are copious musical examples, several valuable appendices and a fairly representative biography. The format is superb. Mr. Ulrich is to be congratulated for the skill with which he fashioned this design for listening.

WERNECKE, HERBERT HENRY. *Christmas Songs and Their Stories*. Westminster, 1957. 128p. \$2.50.

Here is a fine little volume with a wealth of interesting information for those who have often wondered how some of our Christmas Carols were derived. All of the familiar tunes are treated and data has been provided for a considerable number of rarer pieces. Food reading for the musician and layman alike.

### Philosophy and Religion

FLINT, CHARLES WESLEY. *Charles Wesley and His Colleagues*. Public Affairs Pr., 1957. 221p. \$3.75.

*Charles Wesley and His Friends* is largely a biography of Charles and John Wesley. The volume proved disappointing. It is not well written and it seems to lessen the stature of the Wesleys. The Wesleys are portrayed as ordinary circuit riding preachers who are very much concerned with their own love lives and they act as small time preachers rather than world leaders. Maybe others will get more from the book than I did. I hope so.

FULLER, EDMUND, ED. *The Christian Idea of Education*. Yale, 1957. 265p.

\$4.00.

*The Christian Idea of Education* is nine lectures on the role of religion in education. The lectures were prepared by such renowned men as Dr. William G. Pollard, E. Harris Harbison, Alan Paton, Massey H. Shepard, Jr., John Courtney Murray, Jacques Maritain, Georges Florovsky and Reinhold Niebuhr, and Stephen F. Bayne, Jr. This is a remarkable book. It is militantly optimistic about a forthcoming Renaissance which will be brought about because of the re-discovery of Religion in the life of the world during the twentieth century.

### Reference

ENGLISH, HORACE BIDWELL AND A. C. *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms*. Longmans, 1957. 594p. \$8.00.

Because advances have been made in the psychological sciences in recent years, new terms have come into use which achieve more exact shades of meaning. This dictionary, then, serves as a guide to the meaning of terms in the psychological sciences.

### Science and Mathematics

ADLER, IRVING. *Man Made Moons*. Day, 1958. 123p. \$2.95.

A helpful story of man-made satellites, the reasons they work, and their potential values. Recommended for interested children in the intermediate grades.

BLOUGH, GLENN O. *Young People's Book of Science*. McGraw Hill, 1958. 446p. \$4.50.

An anthology of unusual merit dealing with the entire range of science—animal life, weather, atoms, space, the sea, and electron. Teachers and students alike will enjoy it. Recommended for elementary teachers and secondary school libraries.

*Boy's Book of Radio, Television, and Radar*, new and rev. ed. Roy, 1957. 143p. \$3.00.

This book will interest and extend the range of information of high school students. They will find illustrations and care-

fully written text. Boys will come to have a respect for British technology and writing style as they read.

CAIDIN, MARTIN. *Countdown for Tomorrow*. Dutton, 1958. 288p. \$4.95.

Interestingly told background material dealing with the development of intercontinental ballistic missiles. Provides helpful editorial comment on inter-service rivalry in the government defense establishment for high school students.

DARBY, GENE. *What Is a Frog?* Beckly-Cardy, 1957. 48p. \$1.60.

Elementary teachers will find this book very good for teaching science. The illustrations define the text quite well. A good purchase.

GATTY, HAROLD. *Nature Is Your Guide*. Dutton, 1958. 287p. \$4.95.

Nature's directional signs for adventurers is the subject matter of this carefully written book. It will appeal to nature lovers.

MANN, MARTIN. *Peacetime Uses of Atomic Energy*. Crowell, 1957. 175p. \$4.50.

Excellent book on an important subject. Written for the general interest reader, Mann's book has a place in the secondary school and public library.

MOORE, PATRICK ALFRED. *The Earth, Our Home*. Abelard-Schuman, 1957. 143p. \$2.50.

Short, interesting account of the different stages in the physical history of the earth. Will appeal to young people who are interested in geology.

ROSEN, SIDNEY. *Galileo and the Magic Numbers*. Little, Brown, 1958. 212p. \$3.50.

An excellent young people's biography of Galileo. Written in simple conversational form, this book captures the spirit of the man and his times. Recommended for school and college library purchases.

ROSS, FRANK XAVIER. *The World Engineering*. Lothrop, 1958. 186p. \$3.00.

Teenagers interested in choosing engineering careers will find this book interesting. Noteworthy is the author's description of the several engineering fields by citing in some detail representative accomplishments.

SCHRODINGER, ERWIN. *Science Theory and Man*. Dover, 1957. 223p. \$1.35.

A paperback reprint of nine essays on the general topic of scientific theory and man's personal philosophy. Interesting for the mature reader.

*Science in Progress*, 10th series. Yale Univ. Pr., 1957. 253p. \$6.50.

This reviewer is particularly impressed by Sear's paper on conservation, Mazia on cell growth, and Glover and O'Neill on heart surgery. A worthy addition to a highly regarded series.

## Social Studies

BAILEY, BERNADINE. *Picture Story of Arizona, Arkansas, Maine, Utah* (4 books). Whitman, 1957. unp. \$1.50.

Picture books of history and geography of various states. Will appeal to children of lower and middle elementary grades.

BLANCHARD, ELIZABETH AMIS CAMERON AND WELLMAN, M. W. *The Life and Times of Sir Archie*. U. of N. C. Pr., 1958. 232p. \$5.00.

Far from being merely the life story of the ante-bellum South's most famous horse, this volume presents a delightful picture of North Carolina society in the early decades of the nineteenth century. Though the text is undocumented, the account is based on careful research, and for each chapter there is a brief essay on the sources of information. It will afford enjoyment to the general reader and to the lover of fine horses, while adding to our store of information about the Old South.

CUNLIFF, MARCUS. *George Washington: Man and Monument*. Little, Brown, 1958. 234p. \$4.00.

Every student of Washington puzzles over the elements of personal greatness that accounts for the greatness of the man. This



attractive volume tackles the problem head-on. The author succeeds no more than his predecessors, but the attempt is pleasing and worthwhile.

DAVID, HENRY. *The History of the Haymarket Affair*. Russell & Russell, 1958 2nd ed. 579p. \$6.75.

Considerably more than the account of a single episode occurring on the night of May 4, 1886, this volume is actually a study of a number of facets in late nineteenth century U. S. labor history. The second edition carries a lengthy new preface but the account is essentially unchanged.

DAVIS, FANNY (ELLSWORTH). *Getting to Know the Turkey*. Coward, McCann, 1957. 64p. \$2.50.

History, geography and customs of Turkey for young readers.

DAY, DEE. *Getting to Know Spain*. Coward, McCann, 1957. 64p. \$2.50.

Description of land, people and customs of the fifteen regions of Spain. Of interest to young readers.

GEWEHR, WESLEY MARSH. *American Civilization*. McGraw, 1957. 587p. \$6.75.

Another college text designed to treat American development as a whole, this one was produced by members of the history department of the University of Maryland. The volume benefits from the author's familiarity with recent scholarship; it is hampered by excessively small print.

JOHNSON, R. PARK. *Middle East Pilgrimage*. Friendship, 1958. 164p. \$2.95.

*Middle East Pilgrimage* is a scholarly analysis of the many movements and cross currents flowing through the Middle East. The Arab nationalism movement is everywhere observable in the Middle East. The author examines such factors as the presence of the republic of Israel, the entire Islamic world, conflict of Christianity and Islam and of Israel and Islam. Western civilization also is having a great effect on the peoples of

the Middle East. The development of oil resources and other indications of Western industries are of vital concern to the Arab peoples. Israel is in reality an outpost of Western civilization in the East and thus is revolutionary in nature. All of these factors point to the fact that the Arabs are on the move and nobody knows in which direction or how far.

KEENY, SPURGEON MILTON. *Half the World's Children*. Association Press, 1957. 254p. \$3.50.

Lengthy journal of UNICEF workers in Asia. Useful as a source of information on specific areas in which work through UNICEF is being carried.

LAND, MYRICK AND BARBARA LAND. *Jungle Oil*. Coward, 1957. 96p. \$1.95.

Sketchy accounts of early settlement in Venezuela, development of petroleum industry, Venezuelan iron-mining, and Venezuelan prosperity.

LEACH, DOUGLAS EDWARD. *Flintlock and Tomahawk*. Macmillan, 1958. 304p. \$6.00.

A first rate monographic study of a 17th century Indian War. The author's clarity of presentation makes the book a pleasure to read; his handling of the topic makes the study important to anyone who is interested in early colonial development.

LEE, WILLIAM STORRS. *The Strength to Move a Mountain*. Putnam, 1958. 318p. \$5.00.

A new study of the digging of the Panama Canal. The actual construction is covered in detail including attention to many of the human problems. Certain of the more modern issues relating to the Canal are also considered. A useful volume.

MORGAN, EDMUND S. *The Puritan Dilemma*. The story of John Winthrop. Little, Brown, 1958. 244p. \$3.50.

Another of the volumes in the Library of American Biography Series. The Puritan here is in friendly but scholarly hands. The account maintains the generally high quality which characterizes its companions in the series.



MULLER, HERBERT JOSEPH. *The Loom of History*. Harper, 1958. 433p. \$7.50.

Professor Muller, using the history of cities of Asia Minor as the basis, reflects upon human history. This history, he believes, makes clear the value of rational inquiry in man's life. Professor Muller effectively punctures the pessimistic mysticism which has become so fashionable. A thoughtful book which repays attentive reading.

NOEL-BAKER, FRANCIS. *Greece*. Macmillan, 1957. 88p. \$1.50.

Lands and Peoples series.

Brief and interestingly written account of Greek geography and historical background. Useful as supplementary reading in world geography.

O'DELL, ANDREW CHARLES. *The Scandinavian World*. Longmans, 1957. 549p. \$9.00.

Combines topical and regional studies of the geography of Scandinavia. Many useful illustrations. Of interest mainly to the advanced student of European geography.

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A fascinating book which tells you about all you want to know about the execution of Charles I of England. Written for general readers.

ROTENSTREICH, NATHAN. *Between the Past and Present*. Yale, 1958. 329p. \$5.00.

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Attempts, not altogether successful, to present various cartographic concepts in a simple way.

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JANUARY ■ 1959

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NUMBER 4

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# PEABODY JOURNAL OF EDUCATION

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VOLUME 36

JANUARY, 1959

NUMBER 3

## *An Editorial for the New Year*

It is the New Year. A new grouping of figures has appeared on the calendar. The New Year is a great reviver of memories, a great breeder of hopes. At such a time, we are likely to make the familiar gestures of those who form resolutions and make plans. Which is well. The time is worthy of memories, of hopes, of resolutions—even those which yield to the frailty of the flesh. In saying that there is no irony. It is far better to have resolved and failed than never to have resolved at all. Our spiritual reach must always exceed our fleshly grasp.

Another thing which may be assigned fitly to the New Year is to make an inventory of one's beliefs, personal, professional, spiritual. Without belief, life would quickly sink into inertia and decay. Under its motivation we struggle sometimes upward, sometimes onward; sometimes blindly. But we struggle. And so, we purchase our progress. Only struggle, powered by belief, can yield an onward and upward movement in anything.

But our beliefs, as powerful and precious as they are, and in any form more hopeful than their absence, are subject to great wastage. It is here that intelligence serves as the main agent of conservation, for the value of belief is in main part determined by the sanity which guides it. One should form his beliefs discriminatingly. He should accept none ready made, and only those which his intelligence affirms. He should early recognize that no belief formulated by human beings can be expected to be *all* right. For instance there is not, nor will there be the perfect method of teaching reading, or arithmetic, or anything. All established methods have good in them. But not that much good.

No philosopher of teaching, or anything comprehends fully the nature and relationships of everything. His statements, therefore, bear the marks of both his adequacies and his inadequacies. And that is good, for as long as there are sincerity, and some adequacies all is as well as we have the right to expect. By sincerity is meant that one does not accept a belief until he has made it conform to the proper exercise of his intelligence and personality. A belief reached through quotation marks, or any other form of inertia conceivably may multiply error. An honest belief, while hard to come by, is humanity's main asset and hope.

# The School Arts—Rote or Invention?

AUGUST L. FREUNDLICH

George Peabody College for Teachers

Children explore their world through the senses. They see, smell, touch, taste and hear gaily and with interest. As they become more mature we unfortunately train this interest out of them. While at first, we urge the infant to "See the bird." or "Say mama." as he grows older we insist he keep his eyes in the book or stop making so much noise.

It is through the school arts program that this education of the senses must be continued and channelled in socially acceptable directions. It is also through the school arts program that children can learn to express their feelings and emotions in a wholesome way. Fingerpainting, for instance, does not easily lend itself to pretty pictures, but gives a more socially acceptable way for releasing emotions than mudpies or spitballs. It is important, however, to realize that the psychological catharsis involved here is not a primary purpose of art education.

The arts program can sometimes provide success for the child who has difficulty in other areas. Little Johnny who is very much interested in baseball, but little else, can sometimes, through diligent effort on the part of the teacher, be induced to explore baseball through the medium of the arts and eventually enlarge on his success there into the more academic areas. The art program can also be used sometimes as a general learning aid. We learn best by doing and while it is not always possible to have the firsthand experience of doing something in connection with the topic under study, art can be a help. Making pottery or weaving in a study of Indian Life will help the child to understand and remember more about Indians.

The most important aspect of education in the arts however is through the development of creativity and invention. We know that all human beings are born with the need to prove their individuality by making unique contributions. Every person finds a way to achieve a creative outlet through which he hopes to get recognition by dint of his personal achievement. In some cases, especially with children this creative outlet

may not be wholesome and may affect other members of the group in a negative way. For instance, Bobby may take pride in being able to throw spitballs at a furious rate by virtue of his repeating rubber band sling shot system. It is however only when such inventiveness is channelled in a way to benefit society that we develop individuals capable of contributing to democratic growth. The creative outlet properly disciplined and developed calls for unique, inventive thinking on the part of the individual for the benefit of all. In the school, the arts can accomplish the wholesome directing of the need to create. The child quickly learns that here is one area where he must experiment, where his answer, if it is truly his, can be the only important achievement, and where success or failure is secondary. Through the arts program the child can then learn to understand the importance of individual ideas and contributions. Too often, however, we find the arts activities as busy work or as a stereotyped body of data learned by rote or slavishly copied by the hapless pupil. Here a teacher is stressing mastery of a tool by meaningless exercises or laying out a step by step plan for making thirty bookends from the same mold. There, another is having her pupils make sugar cookies all from the same "simple" recipe. The children are thus being deprived of a chance to think out their own needs and tastes. They should instead analyze their needs and in the case of the bookends determine how many and what kinds of books they want to hold together, what tools and woodjoining techniques can be used in making bookends, and what kind of room they are going into before deciding on the appearance of the bookend to be made. Or, as with the cookies they need to understand the technical process in making dough and baking and then should be allowed to follow their own tastes in making sugar cookies or cinnamon cookies or raisin cookies. In a situation such as those described above the pupils are missing the opportunity to find out what needs to be done and to think out for themselves the appropriate use of tools, materials and techniques. Without this, it is of little value that the pupil has produced an object if in the process he has had no opportunity to try out his own ideas, using materials that will not spell disaster if he fails, no opportunity, in short, to create something which is from first to last his own handiwork.

School performances and recitals also are often treated by teachers as disciplines to be mastered mechanically according to adult standards.



The prospective performer is taught the steps of a folk dance or given a part to memorize perfectly whether it has meaning for him or not. We often forget that such material for children originates from adults with twenty or thirty years professional training in their art and a great deal of sophistication. These people can no more express themselves like a child than an elephant can look like a puppy dog. The result at best is the child's aping of an adult performance, and at worst a brainwashed performance which bears no relationship to the understanding or emotional life of the performer. And yet, what rich possibilities for invention and improvisation there are in dancing and drama by children. When properly led by the teacher to trust their own imagination, the children can develop disciplined choreography and playlets with scenery and costumes far superior in artistic and personal worth to anything that adults can make for them.

Instruction and discipline in children's art activities are properly restricted to technique, not to the object itself, that is to say the teacher should show how to make a joint or how to use paint or how to use tools for certain effects, but must not give a pre-designed answer to the problem at hand. In the making of a mural for instance the teacher's guidance includes the organization of planning committees to determine what is to be included, a discussion of painting techniques i.e. the way the brush may be held, the way colors can be mixed and perhaps, depending on the children's indicated interest and understanding, a question and answer session about the proper placement of objects on the paper.

Most teachers in their desire to get an art product acceptable to parents, principal or superintendent overlook the wonderful possibilities in the source of children's artistic creations; the unique expression of individual experiences. Perhaps the teacher follows the system she herself had been taught, lays down a pattern or design and urges the pupil to follow it. The result may be a reasonable facsimile, but at what cost? This product is not art, for the young workman has acquired no sense of independent creation. The arts when taught in this way instead of serving as the most natural channel for generating inventive thought become merely a means of perpetuating stereotyped thinking and dependence. In our anxiety to have children produce objects with the exactness of mass production, we go far towards cancelling out their

ability to think for themselves. It is no wonder that totalitarian societies insist on rote learning and mechanical copying in their art education.

The teacher who discourages creative thinking in the arts can make no claim to being much of a teacher. She is merely a petty foreman producing superficially skilled mechanics fit only to follow orders. This is a serious failing in a society whose future growth, even existence depends upon a citizenry culturally alive and creatively independent.



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# From Now To Yesterday

**SHELDON E. DAVIS**

**President Emeritus**

**State College, Dillon, Montana**

In a picture of the fourth-grade room, where my attendance was perfect, there were about sixty. To keep such a roomful happily at work, our well-liked teacher, Miss Dunlap, had to be energetic, know more than we did and think much faster. It was a well managed public school, and the fifty-odd pupils of whom I can still recollect the names look at me as the friends I then considered them though I have seen but one of these "kids" during the present century.

There were thirty-eight states and ten territories in our geographies with the new-book smell. Since the spring of that very year, the President's picture has been beardless after the longest era of bewhiskered presidents in our history. That was the time, when a working day at hard labor was ten hours. A seven o'clock whistle started a day for pick-and-shovel men. The day seemed longer for many bread-winners who could not get jobs. Sounds like some foreign country, doesn't it?

This foreign land is supposed to be familiar to us because all our ancestors came from back there somewhere, but fuzzy, fanciful, time screens are as hard to see under or through as are other less nostalgically associated curtains which you read about daily. Slick propaganda in millions of copies makes such romantic declarations as "Old-fashioned schools made all children master the fundamentals." (Did they? When?) The parent, whose child in a today's school is not accomplishing for himself what this authority credits old-time schools with doing, wants to transfer his children to the schools of long ago. This feat would be no more impracticable than going back to something which was not there. Such criticisms by implying that the old schools were so satisfactory may interfere with substantial progress.

In that picture with which we started are many more tall pupils than one sees in a present-day fourth grade. Several were taller than the teacher and many much wider. Counting bricks in the wall where we

ranged ourselves for photographing, John "Irish" Sullivan was six thick bricks taller than I, and I thought myself looking down several bricks upon the littlest girl, Susie. The oldest were sixteen, the youngest eight, and there were all ages between. How does one account for such an age spread? Briefly, by starting to school years late, and by failure to achieve promotion.

There was no compulsory attendance law. A group of mothers might be quoted, "I'm not sending Jane until she is seven," "I think eight will be about right for Bert," "I'm goin' to send Wade the first day the school will let him in; he's so ornery restless." Lack of legal compulsion permitted much absence for home and/or pupil convenience.

The other important influence upon pupil altitudes by room groups was the notion that no one should be promoted until he had done what was outlined in the city course of study. If he could not read the fourth reader and did not know that seven times eight equals fifty-six, better stay in the grade another year. May be he may learn during that time. May be. Then, as now, the stand-pat theory of promotion was supported by arguments not so simple as they appear to be. A pupil viewpoint, which I think many of their elders held, and some do now, was phrased, "You made me do this and that before promoting me to the next grade. Why shouldn't he do them?" Well, perhaps because he couldn't, and never would be able to could. What are you going to do with him? Put that into more conventional form, but you will still not get a universal answer for promotion puzzles.

One of my friends stayed too long in that fourth grade. When most of us were in the fifth grade next year, he was not, nor in the following year, not in the one after that. His conduct was admirable but his seven times nine was still shaky. He couldn't remember which cape came after Henlopen. He was always getting the states and their capitals confused which could be bad for the United States and should be corrected, even though it might take a long time. Roving at a noon hour when I was in the seventh grade at another building, I met George, friendly as ever. "Sheldern, I'm still in that fourth grade—four years. I'm gittin' it good." You see that he had a sense of humor. Now the tallest in the room, what was he getting, as he clicked his slate and pencil on proper little fourth-grade lessons? Our good old-fashioned school must have become monotonous to George.



Critical parents have been saying, "We want old-fashioned report cards. We want to know what our children are doing. I liked these cards too and have kept them. They gave each pupil's rank in scholarship—first, second, third, and on down. There was occasional rivalry for high places, but rank thirty was not exciting. In subject markings the difference between eighty-one and eighty-two was hard to estimate and harder to explain. Yet when a change to letters A B C D was made some parents were unhappy. They wanted to know exactly what youngsters got. This belief in the teacher's power of divination approaches the mystical. A responsive father gave his son a dollar for each A his report brought. Then the card came home without an A and the boy was spanked for not keeping his high standard. All that had happened was a change of teachers. The lad's work was satisfactory all the while but the first teacher gave A liberally, the second only when it had been achieved by superior attainment.

A	equals	Dollar
A minus	equals	Spanking

was harder to explain than were the algebraic symbols defined by a confused freshman as "what you use when no one knows what you are talking about."

In earning penmanship grades, I had an unfair advantage over fourth-grade classmates who wrote better than I did then or ever would. Most of our standing depended upon analyzing letters into their parts. To analyze the printed b which I use here to save printer's time would not depart more from the truth than to tell what my erratic letters equaled.

Small b equals 2, 5, 3, 4, 2, 2, which I put on my examination paper meant small b equals right curve, upper turn, left curve, lower turn, right curve, right curve. If you put these together in that order you will have the written letter which we are not printing.

I soon noted that the way I made letters, they straggled too much to equal what I said they did, and that if I used the analysis which had been correct on Monday, it might not be right on Tuesday. I memorized the copy book letters which could not be wrong, and would keep their shape. Where my writing hour had been an annoyance, facile memory gave me pride in letter analysis. As a methodical nine-year-old, I analyzed all the letters, thus learning to construct a capital X, hitherto

by me undiscovered, and now useful only as another letter to be analyzed.

On letter analysis I often got perfect grades. From this it might have been supposed that I was the best instead of the worst of penmen. My loyal friend known as the best writer in the room queried, "I don't see how you could git a better grade than I did. You jes' nacherly can't write a-tall." Neither could I see without a squint of suspicion.

This system made me slower when already too slow, giving each letter stroke detailed attention. "Make letters right, develop speed later," sounded reasonable. The push-pull regime which came next, was constantly urging, "Instead of minding your P's and Q's watch position and *go fast*. In time your letters will settle down." Sometimes they did. The public schools were proud of their progress when the analyzing system had been adopted, and quite ready to let it go in favor of something faster.

My erudition is less brusque than it was when I thought that I knew more. One who has retired is not supposed to bark loud because he cannot bite. In naming these little things that today might not care to imitate from my yesterday, I am arguing with nobody—just giving a few facts. You find it difficult to credit that letter analysis story? So would I if I hadn't been it and done it. The writing books and manual were first copyrighted in 1872, and were widely used. I have no proof that they were not the best of all copy books in the pleasantest of worlds. I had no notion of how many things would need to be mended.

If all was so invigorating back there as some now seem to think, why am I not a better man and our part of the world less confused by clamoring voices shouting weary musts and tiresome notions?

What shall our schools do with adverse criticism? Use it and be grateful if it is saying what needs to be said. You have been wishing that somebody would say it. There are to be significant changes in American education, and writers of wide vision are advising, not always in the same direction. In what other year has so much educational criticism been worth listening to because it is constructively directed toward what is here now? For such content the busiest student of education can afford to take time—no wasted efforts inflating unknown yesterdays to deflate today. Even the American Dream to which free, universal education is so basically related has sometimes been

drowsy reminiscence while it needs to be looking realistically at today and tomorrow.

In closing, I might predict impending specific changes, but that would be barking too loud. Instead I submit a backward-looking criticism for me to deal with in a nibbling way, and another for you to gnaw as you like.

*First* then, there is the voice proclaiming, "I believe in LEARN OR GET OUT as they used to." We all nod a bit of approval. DISCE AUT DISCEDE (Learn or depart) was a neat little slogan when Caesar was in school. Which Caesar? Any one you choose for the saying lasted. But did it indicate actual practice? The antics of too many "graduates," who seemed to have learned nothing, whisper that another motto not posted in study-halls was "You may lead a horse to water but you cannot make him drink." It is difficult to get comparable facts about educational attainments, and odious to make comparisons if facts are not at hand. Ideal mottoes were and are useful in getting a speaker started. They are like the current "In a survey on the Pacific Coast" or "In the opinion of thoughtful people." Have such mouth fillers greater authority than "I saw it in the paper? Heard it in a broadcast"? Things are not what they used to be and probably never were.

And *last*, as your grin of approbation "sicklies o'er" with sadder thinking, what is the authority of this pronunciamento? "When we were boys, boys had to do a little work in school. They were not coaxed, they were hammered. Spelling, writing, and arithmetic were not electives; and you had to learn. "In these more fortunate times, elementary education has become in many places a sort of vaudeville show. The child must be kept amused and learns what he pleases. Many sage teachers scorn the old-fashioned rudiments, and it seems to be regarded as between misfortune and crime for a child to learn to read . . . ."

(All sounds familiar. This editorial was dated in 1902).

# A Practical Means of Determining Pupil Socio-Economic Status

HERBERT A. SMITH

University of Kansas

Lawrence, Kansas

and

LAWRENCE L. PENNY

Jarbalo Rural High School

Jarbalo, Kansas

American schools have developed against a background of democratic theory and practice. Nevertheless, it can be maintained that their success in achieving the ideals of the democratic tradition has been only partial. There is clearly a question as to the effect on school experiences of children because of differences in the socio-economic status of the families represented in any particular school. A teacher's attitudes are a complex representing the totality of his experience, a totality strongly influenced by his own social origins. Thus, it is not inappropriate to inquire whether the socio-economic status of a particular student may not adversely affect the evaluations made of him by teachers whose socio-economic origins are different. The study which is the basis for this article attempts to make some contribution in reducing present obscurities.

An instrument, *A Socio-Economic Inventory of Family Welfare*, (hereafter referred to as the *SEIFW*) has been devised by Penny<sup>1</sup> as a result of two years of intensive work involving item construction, item rating by a qualified panel of judges, pre-trial of the instrument, item analysis, item scoring weights, and reliability and validity determinations. Item construction took into account the concepts included in existing scales. These and other ideas were incorporated and adapted for the special purposes of the present study. Originally, 120 items were constructed for the scale; however, 20 of the items were determined to be unsuitable for the study and were discarded. One hundred

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<sup>1</sup> Lawrence L. Penny. "A Study of Socio-Economic Status in Relation to Grades Assigned and School Achievement." Unpublished doctoral dissertation, University of Kansas, 1958, 162 pp.



of the items were employed in designing the preliminary draft of the scale and were submitted to a panel of four judges who were competent in the broad field of socio-economic measurement. The judges were instructed to rate each item as to its probable value as an index of socio-economic status. A set of written instructions was employed to orient the judges to the task. Rating was based on a five-point scale.

The four ratings of the judges were averaged and studied for variability. Items were discarded on two bases. When the judges concurred that an item would have a low value as an index of socio-economic status, it was deleted. Items were also discarded because of the lack of agreement of the judges as to their value. In such an instance it would appear that either the item was ambiguous or that the judges could not agree as to its relative value as an index. In either case the use of the item seemed questionable and items on which two of the four raters disagreed by as much as three division points on the five point scale were discarded. In all, 55 out of the 100 items submitted were eliminated on either one or both of the criteria employed.

The remaining 45 items were employed in constructing the final form of the *SEIFW*. Items were weighted in terms of the judgment of the raters; that is, the items which were judged to be the most significant in determining socio-economic status for an individual were assigned correspondingly greater weights than those that were judged to be less important. From the rank of the values assigned, weights were computed for each of the individual items using a method outlined by Garrett.<sup>2</sup> This method gives a normalized score value for each of the ranks.

The final form of the *SEIFW* is reproduced below. Item weights are indicated in parenthesis for all of the items. Variable weights had to be assigned to parts of items where a definite gradation was necessary. Item 34 in the copy of the *SEIFW* illustrates this point.

## A SOCIO-ECONOMIC INVENTORY OF FAMILY WELFARE

You are asked not to write your name on this paper. Simply mark the correct responses.

---

<sup>2</sup> Henry E. Garrett. *Statistics in Psychology and Education*. Longmans, Green and Co., New York, 1958.

Series (*Pupil's Code Letter.*)

DIRECTIONS: Make a check mark "✓" after the correct response. In a few items you are asked to write in the answer.

EXAMPLE:

- (a) Topeka is the Capitol of Kansas? Yes\_\_\_\_\_ No\_\_\_\_\_
- (b) Tonganoxie is in Leavenworth County? Yes\_\_\_\_\_ No\_\_\_\_\_

You may start answering the items just as soon as I have finished reading the oral directions to you. Feel free to ask about any item that is not clear to you.

*Oral Directions for Checking the SEIFW*  
*Instructions to be Read to the Pupils*

This inventory is arranged in several sections. Each section is concerned with a phase of your life or your home. Each numbered section is followed by a word, phrase, sentence or combination of these—such as, "do you—," or "Does your home—," *et cetera*. These introductory statements should be kept in mind while answering items under the section, as the sub-heading is part of each item under it.

The information which you give will become a statistic; that is, it will not in any way tell from whom the information came. The survey will tell something about your community and about your school.

All questions should be answered. The chances of improving your school and the schools of others like yourself will be served best by honest, straightforward answers. Information about individuals will be held in strict confidence.

In answering the questions use a "✓" mark to indicate your response. The questions should be easily and rapidly checked as they are not problems of logic or mathematics. Normally, you should not change a response once it has been made.

Should an item not quite fit your situation, then choose the response which best describes you or your home.

You are not competing for an intelligence rating or an achievement score. Honest answers for statistical computation are of prime importance.

Remember **YOU ARE NOT** to write your name on the inventory.

Feel free to ask about any item that is not clear to you. Simply raise

your hand so that we will not disturb others while asking and answering questions. You may now begin checking the inventory.

*Inventory Items*

I. Do you—

1. have a dental check-up at least once a year other than school connected?  
Yes (31) No\_\_\_\_\_
2. have your own personal room? (A room not shared with another person)  
Yes (38) No\_\_\_\_\_
3. have your own personal television in your room?  
Yes (62) No\_\_\_\_\_
4. have membership in a book club that is not school connected?  
Yes (19) No\_\_\_\_\_
5. plan to attend college?  
Yes (44) No\_\_\_\_\_
6. have a personal savings account, or other bank account?  
Yes (44) No\_\_\_\_\_
7. have a life, or endowment insurance policy on your life?  
Yes (31) No\_\_\_\_\_
8. have college insurance for yourself?  
Yes (38) No\_\_\_\_\_
9. take or have you taken private dancing lessons?  
Yes (31) No\_\_\_\_\_
10. take or have you taken private music lessons?  
Yes (31) No\_\_\_\_\_
11. take or have you taken private horseback riding?  
Yes (50) No\_\_\_\_\_
12. plan to graduate from high school?  
Yes (19) No\_\_\_\_\_
13. plan to do one of the following after high school?
  - a. graduate from college?  
Yes (44) No\_\_\_\_\_
  - b. plan to enter a trade or business school, or enter a skilled trade by way of an apprenticeship?  
Yes (31) No\_\_\_\_\_

- c. plan to enter a labor pool, that is, accept any job available after high school?

Yes (0) No\_\_\_\_\_

14. have membership in a church?

Yes (19) No\_\_\_\_\_

II. Does your home—

15. have indoor plumbing? (Including toilet and hot and cold water)

Yes (38) No\_\_\_\_\_

16. have art piece(s) by recognized artist(s)?

Yes (56) No\_\_\_\_\_

17. subscribe to a daily newspaper?

Yes (19) No\_\_\_\_\_

18. have a garbage disposal unit in the kitchen?

Yes (31) No\_\_\_\_\_

19. have a power lawn mower?

Yes (19) No\_\_\_\_\_

20. hire help in the home, such as maid service?

Yes (56) No\_\_\_\_\_

21. have a telephone?

Yes (19) No\_\_\_\_\_

22. have a play or rumpus room?

Yes (44) No\_\_\_\_\_

23. have a den, or study?

Yes (44) No\_\_\_\_\_

24. have a television set?

Yes (31) No\_\_\_\_\_

25. belong to your parents? (own home)

Yes (44) No\_\_\_\_\_

26. fit one of the following classifications?

a. house? Yes (38) No\_\_\_\_\_

b. apartment? Yes (25) No\_\_\_\_\_

c. trailer house? Yes (0) No\_\_\_\_\_

27. have an automatic dishwasher?

Yes (38) No\_\_\_\_\_



28. have central heating?  
Yes (19) No\_\_\_\_\_
29. have a car? If so, give:  
Year (of latest)— (5) Make\_\_\_\_\_
- Year (of second car)\_\_\_\_\_ Make\_\_\_\_\_
- Year (of third car)\_\_\_\_\_ Make\_\_\_\_\_
30. have a washing machine? If so, type:  
a. electric, fully automatic? (31)  
b. gasoline powered (20)  
c. manual powered (hand operated) (0)
31. have a clothes dryer?  
Yes (38) No\_\_\_\_\_
32. have a deep freezer other than in refrigerator?  
Yes (31) No\_\_\_\_\_
33. have income from one of the following sources?  
a. professional services? Yes (56) No\_\_\_\_\_
- b. business, or property rental or from investments such as  
stocks or bonds? Yes (45) No\_\_\_\_\_
- c. salaries and wages, or war pension or retirement benefit?  
Yes (30) No\_\_\_\_\_
- d. by means involving greater than average chance, or from  
county, state, or federal assistance? Yes (0) No\_\_\_\_\_
34. have an income of (Check the range which fits your situation)  
a. \$10,000 or over 81  
b. \$7,500 to \$9,999? 65  
c. \$5,000 to \$7,499? 50  
d. \$2,500 to \$4,999? 35  
e. \$2,499 or less per year 0
35. (family) take an annual vacation?  
Yes (50) No\_\_\_\_\_
36. have books other than fiction? (if Yes, figure nine (9) books  
to the foot on the average, and check the appropriate estimate  
below)  
a. 0-10? 0  
b. 11-25? 18  
c. 26-50? 26  
d. 51-100? 35

- e. 101 and over? 44
37. have a (check the blanks which apply to your situation)?
- a. Piano? 19
  - b. Violin? 15
  - c. Other string instrument? 11
  - d. Wind instrument 8
  - e. None? 0
38. have a mother who has completed (check the appropriate blank)
- a. 1 to 4 years of college? 50
  - b. 12th grade? 40
  - c. 9 to 11 grades? 30
  - d. 8th grade? 30
  - e. less than eight (8) grades? 0
39. have a father who has completed (check the appropriate blank)
- a. 1 to 4 years of college? 56
  - b. 12th grade? 45
  - c. 9 to 11 grades? 34
  - d. 8th grade? 22
  - e. less than eight (8) grades? 0
40. have a mother and/or father employed (check the appropriate blank)

	Father	Mother
a. in a profession, or own and operate a business or a farm?	81	62
b. rent or lease, but operate a farm or business?	62	50
c. work as a skilled, or semi-skilled laborer for self?	50	35
d. work as a skilled, or semi-skilled person for someone else?	35	0
e. work as a laborer for someone else?	0	0

41. have a bathroom that is used just by the family?  
Yes (31) No\_\_\_\_\_

### III. Community participation by parent(s) or parent substitute(s)

Do (or does) your parent(s) or parent substitute(s) participate in—

42. *Political Life*, for example, the City Council, City Recreation Board, County Board of Commissioners, et cetera as: (check those that apply)

a. a presiding official, or other official? 62

b. as a member or interested citizen? 41

c. never attend such meetings? 0

43. *Civic Organizations*, such as United Fund Drives, Parent Teacher Association, School Board Meetings, forums, councils, lectures, extension courses, or youth organizations: (Check after those that apply)

a. as presiding official, or other official? 56

b. as a member, or interested citizen? 37

c. never participate in such organizations? 0

44. *Social Life*, for example, one or more of the numerous fraternal, social or service clubs or organizations as: (check those that apply)

a. as a presiding official, or other official? 62

b. as a member or invited guest? 41

c. never participate in such functions? 0

45. *Religious Life*, for example, attend one of the several churches as (check those that apply)

a. as an officer, or member of the governing body? 50

b. as a superintendent, deacon, elder, or other high officer?  
38

c. as a teacher, organist, or lesser officer? 25

d. as a church member? 0

The press of time made it expedient to use the original scale of one hundred items with students in both the trial school for the pre-trial of the instrument and with the sample school. However, only 45 of the items were used in the final scoring. A trial reported in the original study was used to assist in the general improvement of the scale. A set of written instructions to pupils was devised as a result of the tryout of the *SEIFW*.

The *SEIFW* was administered to the pupils of a small rural high school over a three-day period. The short interview period probably was helpful in maintaining the scale's validity and reliability. At the conclusion of the interviews the forty-five items selected for the final form of the *SEIFW* were examined for the 133 pupil schedules which were completed. Other test data required for the study were available from the school testing program.

Reliability of the scale was obtained by correlating seventy sibling scores by the product-moment method. The reliability coefficient obtained for the relationship was .91. Validity for the scale was determined by use of the following procedures: A teacher's scale was constructed which provided an opportunity for the teachers to rate each pupil's socio-economic status. In the small community involved most of the families were well known to the teachers. Teachers were asked not to rate individuals about whom they were in doubt. The average of teacher ratings for each pupil afforded pupils scores" which were correlated with the pupil's self-ratings on the *SEIFW*. A validity coefficient of .74 was obtained by this method. As an additional check, two randomly selected teacher ratings on each pupil were correlated. A coefficient of correlation of .75 was obtained, which indicated a satisfactory level of consistency of teacher judgment in rating pupils' socio-economic status.

A new technique was developed as a check on the validity of raters' judgment. The technique was applied to the ratings of the expert panel where they were limited to the opportunity of making one of five choices in rating each of the one hundred items. The results indicated a degree of consistency of judgment far exceeding chance expectations, thus strongly suggesting a relatively high degree of validity in judging. A final check on the validity of the *SEIFW* was made by means of a t-test which was applied to the difference between means of two independent samples. The independent samples were derived from the ratings assigned by teachers. These consisted of approximately the upper and lower one-fourths of the teacher-rating distribution. Scores on the *SEIFW* were obtained for all individuals in the two samples. On the basis of the t-test it was possible to state that the scale was highly discriminating between groups independently judged to be widely separated in socio-economic status in the sample population.



The *SEIFW* can be administered to individuals or groups as large as six. The time required for its administration and the completion of the schedule by the pupils is approximately fifteen minutes. It can be administered to mixed grade and sex groups for grades nine through twelve. When administered according to the simple directions the scale should give reliable and valid results.

The *SEIFW* seems to have possibilities for student scholastic prognosis inasmuch as its scores correlated higher with the students' grades in several subjects than did the pupils' intelligence scores on a standardized test. Should these early findings be confirmed it would indicate that socio-economic status contributes as much, or perhaps more, than intelligence to the acquiring of grades. The implications of socio-economic status for education are far-reaching. The findings of this study are highly suggestive and indicate an urgent necessity for intensive research in this relatively neglected area.

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# What is Behind Criticism of the Schools?

JOHN F. OHLES  
Teachers College  
Fredonia, N. Y.

Certainly there must be an abundance of beleaguered laymen and teachers cradling throbbing heads in hands while bemoaning the plentiful and persistent attacks on the body pedagogic. There are critics who answer, "shoddy schools," while defenders charge "irresponsible, irrational, self-appointed demagogues." Not unexpectedly, both answers are over-simplifications by the too-vocal extremes; each contains a fragment (but only a fragment) of the truth.

A more realistic appraisal would suggest four primary sources of criticism: the schools, sputnik, sincere critics, and educational saboteurs. Such a division is, of course, an over-simplification in itself as wells of complaint interweave to form complex pluralities of reasons and excuses to decry the classroom. However, a first awareness of the primary divisions and a later recognition of complex amalgamations will show both the trees and the forest.

It would seem foolhardy, indeed, to pretend that a share of the responsibility for criticism of our schools does not originate from within the classroom. One may honestly support the general philosophy of education enunciated by educators and be critical of implementation of that philosophy.

It is possible to take in stride the suggestion that a legitimate aim of a twelve-year school experience should be a "well-rounded personality." Yet, is there any reason to believe that the over-weight behemoth who decimates football foes while being tacitly excused from honest effort before the chalkboard is developing a well-rounded personality? One may find education as "life adjustment" perfectly honorable, but is the scholar adjusting to life when success comes without "cracking a book" or is the slow learner being molded for society when continually faced with unreasonable demands to succeed at impossible tasks? While the

layman nods in agreement that youngsters ought to be prepared for the world of work need he sit idly by while the future breadwinner learns well enforced idleness in a study hall or latest technics in deceit in a struggle for the top under an artificial competitive grading system? Three cheers for an education in the democratic process in an atmosphere frequently overwhelmingly autocratic or in the midst of racial or religious antagonisms encouraged or tolerated by a faculty. Acceptance of aims to instill and develop academic skills may be dulled by curricula watering down subject matters to a soupy nothingness, textbooks that enlarge on platitudes, or a muscle-bound college graduate wasting his and youngsters' time in history, chemistry, math, or language simply because an inflated salary could scarcely be justified for coaching talents alone.

Such criticisms need not suggest that the schools are beyond recall without major surgery but as human institutions stand subject to imperfections and to pressures to correct those imperfections. The ostrich-posture of many educators builds up the strength of these critics beyond a normal constructive criticism. The chalkboard commando who mutters, "It isn't so," to every criticism of the schools as surely pushes earnest friends of public education to the brink of despair and toward the camp of unreconciled foes of education.

But a complicating factor in the problems initiated within the school concerns the real control of public education as distinguished from apparent control by the schoolmaster. Academic standards, course offerings and content, the athletic octopus, final responsibility for salaries and new classrooms are likely to be at the whim of the public and duly elected school boards. In actual practice control of local education between educator and public is divided and vacillating within the political power structure operative at any one time and according to the personalities of educational or lay leadership. However, whether due to professional or public indifference, design, or inertia, situations do exist within and about public education inviting reform.

While criticisms centered in school practices tend to arouse pique and frustration, the arc of a man-made moon rising from a Russian plateau stirred the more basic emotions, fear and anger. Fear, of course, was directed toward those who violated American skies with a beeping cylinder that added a new term to the technical vocabulary.

That fear naturally engendered anger toward those who might be held responsible for the disappearance of a shield of scientific superiority behind which communist hordes were to be isolated. A number of eligible scapegoats were available: the military, politicians, scientists, educators, and John Q. Public, himself. Previous successes found education's perennial critics on the alert to pin the tail on the educational donkey—a suggestion eagerly accepted by the panicked mob.

And if Explorers and Vanguarders tended to soothe the more violent public feelings, the doubts cast by sputniks are likely to persist as long as lingering fears and anger. Previous experience demonstrates the seeds of distrust so easily planted continue to exude their poisonous venom long after cries of "Wolf! Wolf!" first shattered the calm.

As long as the cold war continues with inevitable periods of optimism and depression following the ups-and-downs of diplomatic success or failure, our basic institutions, including the schools, will be subject to appraisal and reappraisal in a search for answers, in a hunt for a scapegoat. While such loaded emotionalism is understandable, it is neither justifiable nor honorable; it is scarcely subject to rationalism, impervious to scathing counter-attack, most amenable to a patient tolerance.

If sputnik-initiated criticism is transitory and emotional, a substantial, permanent body of critics continues to badger the schools. This group, at present primarily composed of scholarly thinkers, opposes the modern school of educational thought on philosophical grounds. Their thesis usually centers about the proposition that, as exclusive merchants in teaching and learning, schools need confine their concern to academic pursuits. They would reject the multifarious responsibilities surrendered to the classroom by home, church, and society for the sole purpose of scholastic achievement. Prime obstacle to this philosophy is mass education; basic objective would be the adoption of a European system of selective academic progression.

With this significant group of able scholars we should recognize a small minority of dissidents, who are yet miles separate in philosophy. For this faction the schools have not yet departed from tradition to assume a role as architects of a new social order. These futurists would ask that society be reconstructed through the classroom; that academic training or preparation for life are equally insufficient; that a new breed



of social animal be molded for the international world of tomorrow.

Such critical groups are as essential to education in a democracy as are political factions to the life of a republic. Their complaints range in the conflict of thought and ought to perpetually serve as stimuli to a wholesome review of educational theory. From these ranks came our educational thinking of today; who can predict the new ideals dormant in their ranks for the future?

Finally, we must recognize those who would be the saboteurs of public education. This most vocal group operates against the schools with all stops out. Their motives, as varied as their technics, are shrouded in the fog of misconception and distortion in which they attack. Theirs is not the battle of philosophical worlds but the lowly manipulation of statistics, exaggeration of isolated incidents, chanting of slogans, implications that the educator of today is immoral, corrupt, irresponsible, ignorant. The sensational nature of their briefs guarantees ready publication, each public airing being father to yet another.

Perhaps the most attractive bait these fishers of fame toss out are the simple solutions for a manifold problem in a complex society. Yet, like the caster's fly, these solutions are devoid of substance, are themselves threaded with airy phrases they accuse the educator of bandying, are colored with bright wisps of wisdom ("make them learn," "return to the fundamentals," "raise standards"). It is this easy solution that readily collects adherents provided they are denied the basis for an informed judgment—it is this key to understanding that the saboteur seeks to deny them.

These, then, are the bases for the criticism of the schools: educational deficiencies, sputniks, philosophical dissenters, and malicious demagogues of mysterious motives. But it is not this simple for the saboteur ranges nearly the whole field of issues to sell his wares, he easily enlists victims of the cold war, plays an influence on the frustrations of the critical sympathizer denied a hearing, poses as an opponent of a philosophical school. He is as adept as the con man—and **■ ■** dangerous for he is the phoniest of them all.

And what is the role of the layman and teacher in this confusion? Not certainly to be lulled to sleep with the cry, "All is well," of misguided educational leadership. All is not well and until significant attempts are made to meet the more obvious abuses in the schools, pub-

lic education stands subject to attack by fair and foul critic alike.

Nor will it suffice merely to initiate needed improvement in the classroom; educational leadership must be introduced to the somewhat unique notion that all critics are not determined to destroy the schools. To castigate critics en masse, engage in punitive measures against publishers, refuse to accept the fact that improvements can be made, is to engage in educational Russian roulette. Lay and professional leaders of education must learn to recognize honest criticism as a valid duty of an alert citizenry, philosophical differences as essential to the development of education in a democracy, sputnik hysteria as an emotional binge with an end as well as a beginning. An unemotionalized, accurate refutation of the saboteur will not silence him but may rob him of influence by providing potential followers with the means to an informed opinion.

It is, to say the least, unrealistic of educators and layman friends of the schools to be critical of criticism, intolerant of conflicting philosophies, unrealistically protective of the schools. Let them accept each critic, fair or foul, repress their own emotional responses, expend their energies in the improvement of their area of responsibility. Let them issue the challenge: not less criticism but more in an honest, painstaking search for a better educational system.

## A Review: *Keeping the University Free and Growing*

HERMAN LEE DONOVAN  
University of Kentucky Press  
162 pages, 1959, \$4.00

The taste of peace was always tedious in the mouth of Herman Lee Donovan. He was ever a fighter, and so he became a college president. This book combines a record, a review, and a revel all based upon the issues and crises that lifted their grisly heads upon the University of Kentucky during the Donovan Era (1941-1956). It opens with a few

backward, wistful glances at old battlefields, then proceeds briskly using this routine, *We have now completed this battle. Let us take up the next one.* Crises flow across the pages of the book in swift and threatening sequence. The endings generally are happy but there is a bit of anguish in between.

Perhaps Donovan, so deep within his consciousness that he sensed it only dimly, had long wanted to be president of the University. That wouldn't be at all unlike him. He has always been ambitious. If he had looked forward to the headship of any university it would have been the one on Limestone Street in Lexington, Ky. He had been an educator all of his mature life. He had been a devoted Kentuckian almost from his first breath. For him the presidency was, as we sometimes say, a natural.

But by the time he had finished his first day of work in the office and returned to Maxwell Place he was perfectly aware that for every ounce of honor awarded him in the election, he would have to pay a pound of work and thought and deep anxiety. And that payment is the story of this book—not all the story. If there is the brassy clang of battle there is also the gentler tone of friendly counsel, the reassuring sounds of forming for battle under the president's banner. It is the story of those challenges and ordeals without the proper resolution of which no university ever reaches its ordained stature. It is good reading for all who would like to understand a university better.

# Why a Teacher

J. D. McAULAY  
Pennsylvania State University

When does an individual decide to become a teacher and how did she decide are questions perhaps difficult to determine and somewhat unrealistic in form. One hundred elementary school teachers were so questioned, teachers from grades one through six. Superintendents, supervisors and principals were asked in conference to name from their personal acquaintance and knowledge, those teachers in the elementary schools of that system, who liked and were enthusiastic about teaching and not only said so but behaved as if they were. These teachers had indicated to the administration they were so satisfied with teaching in the elementary classroom they wouldn't accept any other type of position. The administration of eleven different school districts were so contacted and interviewed. The study covered an area of the state containing a population of approximately 1000 elementary school teachers.

The names of one hundred and thirty-one teachers were secured from the administration of the eleven school districts. Each teacher was then observed in the classroom and individually interviewed in an attempt to subjectively catch and secure rapport with this indicated enthusiasm for teaching. The top one hundred most enthusiastic teachers were thus selected—eighty-seven women and thirteen men. These were not necessarily those teachers who used the more modern methods and techniques, who were the most efficient in the classroom or who were particularly professionally minded. The one criterion on which they were selected was their outstanding zeal for teaching.



## HOW SELECTED

A. The one hundred teachers were distributed by School District and Grade as follows:

### Grade

School District	1	2	3	4	5	6	Total
A	4	3	3	1	1	3	15
B	3	2	1	0	0	1	7
C	2	0	2	0	1	1	6
D	0	1	2	0	2	1	6
E	5	2	1	2	1	3	14
F	3	1	1	1	1	0	7
G	4	3	2	3	2	3	17
H	1	1	1	0	0	1	4
I	0	0	1	0	0	1	2
J	2	2	1	2	1	1	9
K	5	3	2	1	0	2	13
Total	29	18	17	10	9	17	100

Thus 29 of the 100 enthusiastic teachers taught in the first grade, 18 in the second grade, 17 in the third grade, 10 in the fourth grade, 9 in the fifth grade and 17 in the sixth grade. The implication would seem to be that the most enthusiastic teachers were in the primary grades, particularly the first grade and the least interested are in the middle grades. Could it be assumed that the most enthusiastic children are in the first grade, and since enthusiasm is contagious, the teacher catches the zeal of her young charges?

The eleven school districts contacted had the following percentages of enthusiastic teachers.

School District	No. of Elem. Teachers	No. of Enthusiastic Teachers	Percentage of Enthusiastic Teachers
A	250	15	6%
B	80	7	8.75
C	76	6	7.9
D	93	6	6.45
E	185	14	7.57
F	43	7	16.21
G	80	17	21.25
H	84	4	4.76
I	37	2	5.42
J	65	9	13.84
K	117	13	11.11
Total	11	1110	100

It would seem that the smaller school districts have the largest percentage of enthusiastic teachers. Could it be assumed that the administration of the smaller school district are more thoroughly and efficiently acquainted with the teachers while the administration of the larger school district has a more casual acquaintance with the teachers and thus believes only those teachers are enthusiastic who are the most verbal.

And would it be assumed the smaller school district allows the teacher more face to face contact with the children in the community and thus enlarges her understanding of the pupils which in turn enlarges her enthusiasm.

### *BY WHOM STIMULATED*

B. The one hundred teachers interviewed were asked what influence had stimulated them to become enthusiastic teachers. Forty-seven had been stimulated by ~~an~~ individual and/or individuals.

By whom Influenced	Number of Teachers so Influenced	Total
<i>Parents</i>		
Mother	4	
Father	3	
Both Parents	4	11
<i>Teachers</i>		
5th grade	2	
6th grade	5	
7th grade	1	
8th grade	3	
9th grade	1	
10th grade	11	
11th grade	7	
12th grade	4	34
Sunday School Teacher	2	2
		Total 47

I. Thus eleven teachers had had a father and/or mother who had influenced them in becoming a teacher. Nine of these parents had been teachers themselves and had so exemplified their own happiness and contentment with teaching, their offspring had decided to enter the same profession.

II. Thirty-four of this group had been influenced to enter the profession by their classroom teacher. Fifth grade teachers so influenced two of their pupils. Sixth grade teachers influenced five, a seventh grade teacher one person, eighth grade teachers three and a ninth grade teacher one.

Tenth grade teachers seem to arouse much more enthusiasm than their colleagues in the junior high school. Eleven teachers indicated a classroom teacher in their sophomore year in high school had inspired them to prepare for the profession. Seven teachers indicated it was in the 11th grade they had chosen teaching. Four of these explained a teacher counselor had pointed the way to the opportunities in teaching. Twelfth grade teachers were responsible for four seniors becoming teachers.

It would seem Junior High School Teachers are not sufficiently persuasive to attract young people to their profession. But it would seem

that the Sophomore year in High School is the most opportune moment for stimulating, inspiring and guiding enthusiastic young people to the possibilities of a life career. Perhaps FTA clubs should concentrate with the tenth graders for recruitment.

Two teachers had been influenced to become teachers by devoted Sunday School Teachers (neither of whom belonged to the teaching profession).

Nine of the hundred teachers related that they could not recall any specific individual influencing them to become teachers; as long as they could remember they nursed a desire to someday become a teacher. Before they entered the first grade they assumed the role of a teacher when playing school. One young man of this group recalls his grandmother remarking "John should be a teacher" as she watched her grand-children playing school. He was seven at the time and he believes the remark only strengthened his determination to become a teacher. This group of nine teachers generally believed they were "just born with the desire to teach."

C. Eleven teachers had been stimulated with enthusiasm for teaching during their college years. Two had been doing graduate work in public health; two had transferred into education from a course in home economics. All four of these enthusiastic teachers were alumni of the same University and had been inspired and influenced to become teachers by a dynamic and enthusiastic professor of education whom they heard speak at a social gathering.

Five of this group had intended to complete a general liberal arts degree at college. Each had taken, as an elective, a course in education where the opportunities and possibilities of teaching had been enthusiastically explained. Thus they had changed their major's to education. One of this group of eleven teachers had been doing pre law and another pre engineering. Both "switched" to education because they were not interested in their chosen field. They elected education because that department more readily accepted those courses they had already taken. Both admitted they had stumbled into education, but became enthusiastic during their student teaching experience.

D. A surprising discovery in this brief study was that thirty-three teachers became enthusiastic after graduation from college when they became solely responsible for a classroom of children.



# ENTHUSIASM WITH TEACHING EXPERIENCE

Year of teaching when became Enthusiastic	Grade	No. of Teachers
1st	1	3
	2	1
	3	1
	4	0
	5	0
	6	1
2nd		6
	1	2
	2	0
	3	1
	4	1
	5	1
3rd	6	0
		5
	1	6
	2	4
	3	4
	4	2
4th	5	1
	6	2
		19
	1	0
	2	1
	3	0
5th	4	1
	5	0
	6	0
		2
	1	0
	2	0
	3	0
	4	0
	5	0
	6	1
		1
		33 Grand Total

Seven teachers claimed their enthusiasm for the classroom was aroused during their first year of teaching, five indicated their enthusiasm came with the second year of teaching. Nineteen teachers described their third year as the initiation for enthusiasm in teaching. Two teachers in the fourth year and one in his fifth year of teaching developed an enthusiasm for classroom work.

It would seem that enthusiasm for teaching develops in the third year of the teaching experience. The third year would seem to be the critical year in the young teachers development of attitude towards the profession.

School District	No. of Teachers	Year of Teaching	Grade
A	1	3rd	4th
B	1	3rd	6th
C	1	3rd	1st
D	1	4th	2nd
E	0	0	0
F	1	1st	6th
	1	2nd	1st
	2	3rd	1st
	2	3rd	2nd
	1	3rd	4th
	1	3rd	6th
G	1	1st	1st
	1	1st	3rd
	1	2nd	3rd
	1	2nd	5th
	2	3rd	1st
	1	3rd	2nd
	3	3rd	3rd
	1	3rd	5th
	1	4th	4th
	1	5th	6th
H	0	0	0
I	1	2nd	1st
	1	3rd	2nd
J	2	1st	1st
	1	2nd	4th
	1	3rd	1st
K	1	1st	2nd
	1	3rd	3rd
Total 33			

School Districts F and G seem to contain in their teaching environment sufficient stimulation to arouse enthusiasm in teachers. It would seem that the school climate, in philosophy and working conditions has a great influence in affecting the attitude of the teacher towards her teaching responsibilities.

### *WHERE PREPARED AS TEACHERS*

E. The one hundred teachers had been prepared on many different college and university campuses scattered, primarily, through three neighboring states. Thirty-seven had been prepared as teachers in institutions of the state where the study was conducted; ten had been prepared in the institutions of one neighboring state and seven in another. The remaining forty-six teachers had received preparation as teachers from institutions in various other states and territories of the union. One had received her teacher preparation in Canada.

Fifty-two teachers interviewed in this study had been prepared as teachers at some Teacher's College; sixteen on the campus of a Liberal Arts College and the remaining thirty-two on the campus of a University. Twelve of these latter teachers were graduates of the local state university.

Since the 100 teachers in the study graduated from many different institutions of evident diverse programs, it would seem that no particular teacher education curriculum aroused their enthusiasm for teaching.

### *OVERALL CONCLUSION*

1. It is evident that teachers enthusiastic about their teaching responsibilities do not drift into such enthusiasm. They are stimulated either by an individual or individuals, and certainly by the educational climate in which they teach.
2. The cause for enthusiasm in teaching seems to be evenly divided between stimulation by a specific individual or individuals and the art of teaching.
3. The teacher education program alone did not seem to influence, or arouse or stimulate enthusiasm for teaching.
4. The first three years of teaching seem to be most critical in the

development of attitudes towards the profession in a young teacher. During her first three years of teaching the young teacher is keenly influenced by the attitude of her colleagues, the rapport she has with the administration, the support she received from the parents and the community and the conditions of the classroom.

5. It would seem that teaching in the elementary school is still, generally, a woman's job. Men are not overly enthused with teaching at this level.

6. For recruitment purposes it would seem our most stimulating teachers should be responsible for tenth grade students as seemingly in that year the adolescents attitude toward teaching is crystallized.

### *LIMITATIONS OF STUDY*

There are certain limitations to this study.

1. The limitations of the definition of enthusiasm as ardent zeal and how it can be evaluated as a quality in teaching efficiency.
2. The completely subjective assumption made by administrators (superintendents, supervisors and principals) that certain specific teachers were enthusiastic about teaching. Such teachers, so selected, were quite extrovert in their enthusiasm. Many teachers in those school systems contacted may have been equally enthusiastic as those teachers interviewed but were unable to communicate such to the administration.



## PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

JANUARY, 1959

*Booknotes Committee:* Susan B. Riley, William A. FitzGerald, and Norman Frost, Chairman.

*Secretary to the Committee:* Janette Brach.

*Annotators for this issue:* William M. Alexander, Jack Allen, A. Edwin Anderson, Robert E. Bays, Myrtle Bomar, Charles E. Brookhart, Gordon N. Cantor, Joan Harris Cantor, Frances Neal Cheney, Beatrice M. Clutch, Thomas Wynne Cowan, Robert A. Davis, Virginia Davis, Lloyd Murray Dunn, Norman Frost, Ruth Gillespie, Clifton L. Hall, Evelyn Karr, Tuttan Larson, Ada McCaa, W. D. McClurkin, Ray Palmer, Jewell A. Phelps, Katherine Reed, Susan B. Riley, Anna Loe Russell, H. Craig Sipe, T. Dooley Thomas, Robert Polk Thomson, Warren I. Titus, William H. Vaughan, Arville Wheeler, Joe Russell Whitaker, Scott Withrow, Theodore Woodward, F. Lynwood Wren, T. P. Yeatman.

### Arts

CARLSON, BERNICE WELLS. *Make It and Use It*. Abingdon, 1938. 160p. \$2.50.

This book, containing several hundred ideas for making handicrafts mainly from materials to be found around the house, will be a valuable source for teachers and leaders of children's group activities. Attractive format, illustrated and indexed. Recommended for use with children ages 8-12.

JOHNSON, LILLIAN. *Papier-Mache*. McKay, 1958. 88p. \$3.95.

Step-by-step instructions for using papier-mache to make masks, puppets, theatre props, decorations and displays. This book is the result of the author's long experience in working with and teaching papier-mache. Invaluable to teachers, camp counselors, and any one interested in crafts.

JOHNSON, PAULINE. *Creating with Paper*. Univ. of Wash. Pr., 207p. \$6.50.

A craft manual showing how paper can be used in an infinite variety of ways as a medium of creative expression. While giving the basic techniques and standards of de-

sign, this manual's emphasis is on individual creativity and experimentation. Recommended for craft teachers and school libraries.

UNTRACHT, OPPI. *Enameling on Metal*. Greenberg, 1957. 191p. \$7.50.

In addition to presenting traditional techniques—many newly developed and experimental techniques in the contemporary design idiom are presented. Inspiration is aroused in the many photographs of works of more than forty outstanding contemporary enamelists from U.S., Europe and South America.

### Business Education

ALLEN, LOUIS A. *Management and Organization*. McGraw Hill, 1958. 353p. \$7.00.

This book is based partly upon an analysis of 158 companies made by the National Industrial Conference Board. Decentralization as a trend is analyzed. Factors necessary to the success of small businesses are pointed out. The book is well-organized and easy to read; but type size on some charts is too small to read easily.

LESLIE, LOUIS A. and COFFIN, KEN B. *Handbook for Legal Secretary*. McGraw Hill, 1958. 378p. \$5.95.

A well organized textbook for those interested in legal secretarial positions or for those now in such positions who wish more background in law and law-office procedures. Legal dictation materials are provided.

PLACE, IRENE. *College Secretarial Procedures*, 2nd ed. McGraw Hill, 1958. 502p. \$4.25.

This revised edition has been written mainly as a text book for the college secretarial student. It is, however, a very useful reference book for the secretary or general office worker on the job. The book covers almost any problem that arises in an office.

SCHINDLER, JAMES S. *Quasi-Reorganization*. Bur. of Bus. Res., Univ. of Mich., 1958. 176p. \$5.00.

A monograph based upon a doctoral dissertation entitled "The Development of a General Quasi-Reorganization Concept." It is well-written and informative. Should be of interest to accountants and accounting instructors.

### Children's Literature

ABELL, ELIZABETH. *The First Book of Fairy Tales*. Watts, 1958. 118p. \$1.95.

A collection of ten traditional fairy tales which should be the heritage of all children. Attractive black and white illustrations.

ANDERSON, BERTHA C. *The Baffling Blue Jays*. Abelard, 1958. 133p. \$2.75.

Rudy didn't want to move to the new farm though Sue didn't mind it much. In spite of his determination not to like the strange place and people, Rudy finds things delightful. Ages 8 to 12.

ANDERSON, HANS. *Three Tales*. Macmillan, 1958. unpag. \$2.50.

This delightful edition of three of Anderson's eternal stories for all ages come from Anderson's home town. The illustrations by Hjortland are just right to delight and intrigue the reader.

ANNIXTER, PAUL. *The Devil of the Woods*. Hill & Wang, 1958. 175p. \$3.00.

The author has selected thirteen of his animal stories including animals from all parts of the world. Each tale shows the sure feeling for the dramatic incident and in detail that are the marks of the master storyteller. Suitable for all over 12 years old who love nature.

ARMAT, MARY. *River House*. Dorance, 1958. 194p. \$3.00.

This is a story of murder, of love, and of mystery. It is designed for reading by the teenagers.

ASIMOV, ISSAC. *Lucky Starr and the Rings of Saturn*. Doubleday, 1958. 179p. \$2.75.

This science fiction book is more fiction than science. It is a fast moving story, with every incident for the earthman to be proud of David Starr. For junior high youth.

BALDWIN, CLARA. *The Hermit of Crab Island*. Abingdon, 1958. 176p. \$2.50.

Larry lived on an island in the Gulf, which kept him from staying after school on the mainland to play ball. There are oysters, and a hermit, a lost dog, hidden treasure, and a friend: a good combination for the intermediate boys.

BALL, ZACHARY. *Keelboat Journey*. Dutton, 1958. 190p. \$2.95.

Garth tells of the trip up the Missouri River to the Oregon Territory. There is a keen portrayal of the rough crew members, of Indians, and river dangers. Good reading for high school youth.

BASCOM, JOE. *Malcolm Softpaws*. Lippincott, 1958. unpag. \$1.75.

This delightfully absurd story of an alley cat family shows the pleasure of sharing. For children 4 to 6.

BAUMAN, HANS. *The Bargue of the Brothers*. Oxford, 1958. 245p. \$2.25.

A historical novel of the times of Henry the Navigator. Brothers Tinoco and Aires, quite different in personality, sail for the

Navigator on two expeditions. There is plenty of adventure in an authentic setting. For boys 12 to 16.

BENNETT, RAINEY. *What Do You Think?* World Pub. Co., 1958. unp. \$2.50.

A picture book in which a small boy tries to think of something to play but can't, so by means of several different activities he explores the meaning of "Thinking" and discovers that thinking is a combination of looking, wondering, wishing, dreaming and remembering. Because of its abstract nature and lack of story interest, the book would not have a great appeal to the average child of 4 to 8.

BIALK, ELISA. *Tizz and Company*. Children's Pr., 1958. 95p. \$2.50.

Tizz is a pony and Don and his sister Tracy love her dearly. There is the scheme of making money by taking pictures of children riding Tizz. Children about 7 to 10 years will enjoy this.

BRADY, CHARLES ANDREW. *This Land Fulfilled*. Dutton, 1958. 346p. \$3.95.

This historical novel deals with Leif Ericson's voyage and attempted settlement. There is romance and heroism, death and grim laughter, and much that makes this adventure very real. For high school and older youth.

BISHOP, CURTIS KENT. *Land of the Little League*. Lippincott, 1958. 190p. \$2.75.

Lank the house boat orphan apparent, playing much the part of Huck Finn, the civic minded do-gooders, Jim, Fred, and assorted characters, and above all baseball; from such materials a fast moving story is created for intermediate boys.

BURCHARD, PETER. *Carol Moran*. Macmillan, 1958. 40p. \$3.00.

A picture story-book showing the part a tugboat plays in the day's work around a busy dock as seen by the small boy, Chip, who spends a day on board. The Carol Moran is a real tugboat and the illustrations are accurate in every detail. Recommended for ages 4-8.

BUTTERS, DOROTHY. *Heart Break Street*. Macrae Smith, 1958. 191p. \$2.75.

Kitty and her family lived on Pearl Street, a slum section. Work, and a social worker at a Community Center, helped her discover that she can make her environment better. For girls in the early teens.

CALHOUN, MARY. *Wobble the Witch Cat*. Morrow, 1958. unp. \$2.75.

Wobble, the witch cat, found that riding through the Halloween skies on a nice flat vacuum cleaner bag furnished him more security than a slick broomstick. Children 4-8 will enjoy the humor of this story with its delightful illustrations by Roger Duvoisin.

CHRIST, KATHERINE D. *Willow Brook Farm*. Heath, 1958. 248p. \$2.60.

Beautifully bound and illustrated this new edition brings a favorite background story to the hands of the elementary reader in a very attractive form. This story takes place in the first permanent settlement in Kentucky, and the incidents are vivid and authentic. An excellent reading list is included. Recommended.

CLARK, BILLY D. *The Mooneyed Hound*. Putman, 1958. 128p. \$2.75.

A boy and his dog are the heroes of this coon-hunting story from the Big Sandy country in Kentucky. The love of outdoors makes it just right for boys aged 8 to 12.

COATES, BELLE. *That Colt Firebug*. Scribners, 1958. 55p. \$2.50.

Story of the love of two children for their stockily built colt, "Firebug" who, although not the kind of animal usually found on a ranch, when an emergency arose, show his firehorse ancestry and proves his worth to the ranch. Recommended for ages 6-10.

COLBY, JEAN POINDEXTER. *Elegant Eleanor*. Hastings, 1958. 56p. \$2.75.

Lind and Danny had the big collie first. Then came Eleanor, the black cat, and it was a cat and dog fight. There were kittens, and strange dogs. Children 5 to 8 will enjoy this story and pictures.

COLBY, JEAN POINDEXTER. *Dixie of Dover*. Little, Brown, 1958. 92p. \$3.00.

The story of a family adjustment to change of circumstances, in which Dixie, their terrier, plays an important part. Third and fourth grade readers will find a favorite here. Recommended.

COLEMAN, PAULINE M. *Preposterous Voyage*. Dodd, Mead, 1958. 244p. \$2.75.

Rian, a seventeen-year-old, took a Caribbean cruise, much against her wishes. She accompanied her grandmother who was convalescing from a recent illness. The cruise, however, shows Rian that there are more to people than just the outwardly appearance. There is romance, fun, excitement, for both Grandmother and Rian. This story will appeal to high school girls.

COLVER, ANNE. *Borrowed Treasure*. Knopf, 1958. 83p. \$2.50.

Molly and Pip wanted a horse so badly that they borrowed one for the winter. But what a heart break to have to return him in the spring. A mystery and several surprises make it possible to keep him. Six-year-olds will like this.

CORDTS, ANNA D. *Tommy O'Toole and the Forest Fire*. Beckley-Cardy, 1958. 96p. \$1.48.

An interesting reader for the primary grades. The story is well-written; the illustrations are effective. Good reference for the elementary school library.

CRAIG, MARGARET MAZE. *Three Who Met*. Crowell, 1958. 249p. \$3.00.

As different as could well be, Casey, Monica and Beth were room mates at a house party. Before the party was over they had each helped and been helped in growing up. An understanding story for high school girls.

DAHL, BORGHILD. *Karen*. Dutton, 1958. 313p. \$3.50.

This story of a Norwegian girl coming to the Middle West in the 1870's is authentic in detail and characteristics of a great people adding much to the development of the region. The courage and humanity of the characters will appeal to high school girls.

DARBY, GENE. *What Is a Fish?* Beckley, Cardy, 1958. 48p. \$1.60.

An informative reader for use in the second grade, describing the life cycle and habits, as well as the different type of fish. The colorful illustrations add much to the understanding of the text. Recommended for library purchase.

DARBY, GENE. *What Is a Butterfly?* Beckley, Cardy, 1958. 48p. \$1.60.

A third grade reader, answering questions children ask about the appearance, development and habits of butterflies. Useful as a nature study. The illustrations in both black and white and in color add much to the understanding of the text. A controlled vocabulary of 261 words assures ease of reading. Recommended for library purchase.

DAVIS, LAVINIA R. *Janey's Fortune*. Doubleday, 1957. 240p. \$2.75.

A novel of adventure, mystery, and romance for teenage girls. Janey left her home in Connecticut for a summer in New Mexico. She thought that perhaps her grandfather had left her a fortune somewhere in this rugged country of New Mexico, and indirectly he had, for Janey found a fortune that could not be counted in gold.

DERMAN, SARAH. *Big Top*. Beckley, Cardy, 1958. 64p. \$1.44.

A primer for the second grade in which Clem, a water boy, teaches Dell how to be a trick elephant instead of a work elephant in the circus. The details of circus life are sure to hold the interest of the young reader. An easy-to-read book.

DODSON, KENNETH. *Hector, the Stowaway Dog*. Little, Brown, 1958. 144p. \$3.00.

This is the true story of a dog who was left on the docks at Vancouver, British Columbia by mistake when his master's ship sailed away without him. How the dog selected a new ship and stows away until he is united with his beloved master half way around the world at Yokahoma harbor makes a gripping and delightful story. Recommended for ages 10-15.

EMERY, ANNE. *A Dream to Touch*. Macrae Smith, 1958. 190p. \$2.75.



A tenement district girl with a keen mind and a dream for a finer way of life approaches her dream as she breaks with Tony Marino and is also able to save her younger brother. A fast moving, heart-warming story for teen age girls.

FENTON, CARROLL LANE. *Wild Folk in the Desert*. Day, 1958. 128p. \$3.50.

The purpose of this book is to acquaint the younger reader with the five great desert areas of the U. S., and the plant and animals which live and grow here. Information is given in simple language. Upper Elementary and junior high pupils will profit greatly from this book.

FIELD, RACHEL. *The Rachel Field Story Book*. Doubleday, 1958. 124p. \$2.50.

A collection of three stories which have all the warm charm long associated with this well known author of children's books.

FIFIELD, FLORA. *Pictures for the Palace*. Vanguard, 1958. unpag. \$3.00.

A picture story-book, based on the legend concerning the life of the Japanese artist, Hokusai, tells the story of the small Japanese boy who delights the Emperor with his unusual picture and becomes the palace artist. The story has charm and humor, while the delightful illustrations suggest Japanese art. Ages 8-10.

FOSTER, CELESTE K. *Casper, the Caterpillar*. Denison, 1958. unpag. \$2.50

If a caterpillar could talk and think, he might have an interesting story to tell. The point of an illustrated story of insects metamorphosis is obscured somewhat in the author's interpretation of the caterpillar's emotional basis.

FRANCHERE, RUTH. *Willa*. Crowell, 1958. 169p. \$3.00.

A delightful story of the early childhood of America's beloved writers. From the age nine when she moved from Virginia to Nebraska, until sixteen when she goes to college, you learn of her likes and dislikes. The background of the Nebraska plains and the people she meets and lives with become the characters you meet in her own writing. An interesting and colorful biography that in-

vites you to read more about the life of a well liked author and person.

FRIEDMAN, ROSE. *Dan Dooley's Lucky Star*. Abington, 1958. 45p. \$1.75.

Boys moving to apartment houses have to make arrangements about dogs. Dan found a horn for his dog, Lucky Star, and for a parrot, a monkey, a pigeon, a cat, a canary, and six gold fish. Easy and interesting reading for second and third graders.

GAG, FLAVIA. *A Wish for Mimi*. Holt, 1958. 156p. \$2.75.

Told with charm and humor, this story is based on the author's childhood memories of growing up in a large family in a small village in Minnesota at the beginning of the century. The author's illustrations add much to the enjoyment of this delightful story for girls, ages 9-11.

GARELICK, MARY. *Double Trouble*. Crowell, 1958. 117p. \$2.50.

Steve had to stay home from school with the sniffles. He tries to make an airplane with the check his father left on the desk. Then there are other things that show that trouble can double. It is nice to have a loving father and mother. For ages 6 to 9.

GEISEL, THEODORE SEUSS. *Yertle the Turtle and Other Stories*. Random, 1958. unpag. \$2.95.

This collection of three stories: "Yertle the Turtle," "Gertrude McFuzz" and "The Big Brag" were so popular when first published in Redbook in 1950 and 1951 that many have requested that they be published in book form. Told in rhythmical prose, these stories have all the charm and humor one has come to expect from Dr. Seuss.

GOVAN, CHRISTINE NOBLE and WEST, EMMY. *Mystery at the Deserted Mill*. Sterling, 1958. 152p. \$2.50.

A mystery story in which the five members of the "Lookouts," together with their young mountain friend, Viney, have exciting adventure before they solve the mysterious happenings centered around a desert mill. While some of the situations are not plausible, young mystery fans will enjoy the story if they are not too critical.

GRANT, BRUCE. *Pancho: A Dog of the Plains*. World, 1958. 185p. \$2.75.

Pancho loved Little Jim as much as he hated the Apaches. When Indians stole the horses, Pancho was left on guard while they went for the Rangers. Twelve days later they came back, and Pancho had an Apache up a tree. For ages 8-12.

GRAY, PATSEY. *Galloping Gold*. Coward, McCann, 1958. 224p. \$3.00.

By happy accident, Sue Arnold finds the horse she once had taken care of, now a fine show item. The horse remembers her, and because of what she can do with him, her whole future is changed and she is able to realize her greatest ambition. Junior high school horse lovers.

GREENE, CARLA. *A Trip on a Ship*. Lantern, 1958. 59p. \$2.00.

Debby and Robert take a trip on a large ocean liner and learn all about its structure and operation. Illustrated with photographs. Ages 5-9.

GUY, ANNIE DONNY. *Cub Scout*. Abingdon, 1958. 95p. \$1.75.

Donny was a new comer in school. The Cub Scouts helped him get acquainted, and both he and Mike learn meaning of "Scout Honor." A story of imitations, tent-making, fishing, treasure hunts, and other scouting for about third graders.

HALL, ROSALYS HALL. *Green as Spring*. Longman, 1957. 214p. \$3.00.

A very light story of a girl's love interests over a span of months. Popular treatment as TV programs of this caliber. Quick reading for junior high school girls.

HALL, WILLIAM. *Winkies World*. Doubleday, 1958. unpag. \$2.50.

A picture book for children one to four years old. Children will delight in identifying the things in Winkies world in the intriguing picture by Roger Duvoisin.

HAMIL, TOM. *Hans and the Golden Flute*. Macmillan, 1958. unpag. \$3.00.

Hans learns that no special magic is needed in bringing happiness to others, and that it is a matter of one's heart being kind and good. Simple story and amusing illustrations

of this picture story book will appeal to children of 3-6.

HARTWELL, NANCY. *My Little Sister*. Holt, 1957. 187p. \$3.00.

This endearing story told by 16-year-old Francy Thorne about herself and her little sister, Tina, age 13, presents a realistic picture of wholesome family life of today—the acceptance and resentment of parental control; problems of high school dating and friendship; experiences of disappointment and romance. Appealing and delightful reading for junior and senior high school girls.

HAYWOOD, CAROLYN. *Betsey's Wilderness*. Morrow, 1958. 192p. \$2.95.

When the summer house was closed, Betsey's father built a winter house for Betsey and her sister, Star. All the children used it for a doll house. For intermediate grade children.

HAZELTINE, ALICE ISABEL. *Below the Surface*. Abington, 1958. 223p. \$3.95.

An anthology of selection dealing with adventures under the ground and under the seas. Teenage readers will learn much of such diverse undertakings as archeology, cave exploration, "sand-hogging," pearl culture, ship salvaging, undersea life, and underwater sounds. Highly recommended for library purchase.

HOKE, HELEN. *The First Book of Tropical Mammals*. Watts, 1958. 62p. \$1.95.

Informative description of 29 of the most interesting tropical mammals in South America, Africa, India and Malaya. Special characteristics, appearance, and habitat of each are discussed in simple but interesting vocabulary adapted to the understanding of grades 3-5. Two color drawings and an index add value.

HOLLIN, CLANCY. *Pagoo*. Houghton, 1957. 86p. \$3.75.

Mr. Hollin, the well known naturalist, in telling the life story of Pagoo, the Hermit Crab, gives a panorama of life in the tide pools along the beaches. Illustrated in color and marginal black and white drawing. Ages 8-15.

HONNESS, ELIZABETH HOFFMAN. *Mystery of the Wooden Indian*. Lippincott, 1958. 188p. \$2.50.

Barby, Nancy, and Doug Holland solve another mystery. This time the setting is New England during the Christmas holidays at their country place. An old journal, a coin collection, ■ coded message add excitement. Good reading for ages 8-12.

HUNT, MABEL LEIGH. *Christy at Skippinghills*. Lippincott, 1958. 139p. \$3.00.

Poppa Romano moves to skippinghills from the city. All four of his children find wonderful friends, and Christy is particularly fortunate. When the half brother Breno comes back from the Navy the Romano family is complete, in ■ real "home town." For ages 9 to 11.

JAMES, MRS. NORMAN. *Young Doctor of New Amsterdam*. Longmans, 1958. 215p. \$3.50.

This story of New Amsterdam gives some understanding of life in this Dutch colony shortly before the English took it. There is a tantalizing mixture of mystery, adventure among the Indians and romance that will appeal to children in the early teens.

JANICE. *Little Bear's Sunday Breakfast*. Lothrop, 1958. unp. \$2.75.

The plot of the familiar story of "The Three Bears" is reversed when Little Bear pays ■ return visit to Goldilocks and eats her breakfast. The illustrations are particularly appealing.

JARRELL, RANDALL. *The Anchor Book of Stories*. Doubleday, 1958. 330p. \$1.25.

JOY, CHARLES RHIND. *Light In a Dark Forest*. McCann, 1958. 96p. \$2.50.

A description of the people in a typical village of French Equatorial Africa showing their home life, superstitions, food and health habits, and the problems they must meet to exist. Gradually this primitive way of life is being changed by the more enlightened natives who are working with white men to introduce modern medicines,

machinery, and ideas. Recommended for use in the social studies in the upper elementary grades.

JUPO. *The Day It Happened*. Macmillan, 1958. 63p. \$2.75.

Nine stories of history-making discoveries or inventions and of the men of vision who brought these events to pass. Recommended for libraries. Ages 8-12.

JUSTUS, MAY. *Big Log Cabin*. Holt, 1958. 184p. \$3.00.

A native of the Tennessee mountains, the author writes with sincerity and feeling about mountain life in this story of Betty Lou who spends a summer on Big Log Mountain with her surgeon father. She comes to know and love mountain people and has many exciting adventures. Girls of 10-12 will enjoy this story.

KERRY, LOIS. *Love Song for Joyce*. Funk, 1958. 244p. \$2.95.

The experiences of going to college, leaving family and friends behind, and learning to live independently are presented in this delightful novel for teen age girls. Joyce Reynolds left her friends in Florida and went to college in North Carolina. How she adjusts to her new surroundings and wins a couple of victories for herself make this story one all girls will like to read.

KINGMAN, LEE. *Ginny's First Secret*. Phillips Pub., 1958. 32p. \$2.95.

Another book about Ginny, the doll. Five to eight-year-olds will love Ginny and her dog Sparkie. She thought she didn't want to go where she was going, but good friends helped her discover a secret that real children can share. The illustrations are fascinating.

KINGMAN, LEE. *Fliver the Heroic Horse*. Doubleday, 1958. 75p. \$2.50.

Fliver had imagination and gave Mr. Timilty good advice, and he gave the children rides. Story and pen and ink illustrations are entrancing for children six to ten years old.

KLUGE, WILLIAM R. *Moose Island*. Steck, 1958. 152p. \$2.00.

And adventure story aimed to arouse interest in conservation of wildlife and of virgin lands, written with appreciation of natural



beauty in landscape. Junior high school readers who are having difficulty reading will find an interesting story set at a very readable level.

KRAUSS, RUTH. *I Can Fly*. Simon, 1958. unpag. \$1.25.

Beginning with "A bird can fly, so can I. A cow can moo, I can too," this make-believe play book with its gay rhymes and amusing illustrations will soon have small child of 2 to 5 making his or her own little verses. Extra heavy board covers and pages prevent tearing by small picture book users.

LATTIMORE, ELEANOR FRANCES. *Fair Bay*. Morrow, 1958. 123p. \$2.50.

Trudy's grandmother told her the wonderful stories about Fair Bay, where there used to be 50 houses before a storm destroyed them. Then Trudy spent a day there. Second and third grade children will enjoy reading about what happened there.

LAUBER, PATRICIA. *The Runaway Flea Circus*. Random, 1958. 72p. \$1.95.

Tom and Susie want to earn some money, and plan a flea circus. Bimbo, the pup, is to furnish the fleas. There are complications, delightful for children 7 to 10. If grown ups would read this they would learn to pay more attention to children.

L'HOMMEDIEU, DOROTHY K. *Little Black Chiang*. Farrar, Strauss, 1958. unpag. \$2.75.

Black Chiang was a chow puppy, so roly poly that the other animals told him he looked like a bear. So he ran away to the woods to find a bear. Then he ran home again. Delightful for children 5 to 9.

LIDE, ALICE. *Magic Word for Elvin*. Abingdon, 1958. 160p. \$2.25.

Delightful picture of life in modern Finland, with many references to the nation's traditions and legends. The fast action of the story and the mystery involving eleven-year-old Elvin, will make absorbing reading for middle elementary readers. Recommended.

LITTLEFIELD, WILLIAM. *The Whiskers of Ho Ho*. Lothrop, 1958. unpag. \$2.75.

In this fanciful story the origin of giving

colored eggs to children at Easter is attributed to an old Chinese man, Kwang Fu and his two friends, Ho Ho, the rabbit and Tsee Tsee, the hen. The charming little story and delightful illustrations will be sure to please young children, ages 5 to 9.

LOMASK, MILTON. *The Secret of Grandfather's Diary*. Farrar, Strauss, 1958. 181p. \$2.75.

Eleven-year-old Denny and his sister have difficulty in understanding Peter. A series of robberies and grandfather's diary help them all get together. For children of 9 to 12.

MCCLUNG, ROBERT M. *Little Burma*. Morrow, 1958. 256p. \$2.95.

This story based on an actual incident, is full of lively action and adventure in a setting of 18th century America. It is a story of Ben Forrest, a bound-boy, who escapes his cruel guardian and becomes the keeper of the first baby elephant exhibited in America in 1797. Recommended for grades 5 to 8.

MCCRACKEN, HAROLD. *Hoofs, Claws and Antlers*. Doubleday, 1958. 56p. \$3.00.

Description of physical appearance and life habits of some of our American big game animals, such as the bear, mountain lion, buffalo, moose, deer, mountain goat, etc. Suitable for ages 8-14.

MARINO, DOROTHY. *Good-Bye Thunderstorm*. Lippincott, 1958. unpag. \$2.25.

This picture book about the coming and passing of a thunderstorm over a farm house of three children is just fine for children about three to six-years-old.

MARSH, ROY SIMPSON. *Moog*. McRae Smith, 1958. 188p. \$2.95.

Moog is a huge sled dog in Alaska. After years of service, friendship and adventure with his master, he almost returns to the wolves. For readers of 12 and over.

MASON, MIRIAM E. *A Small Farm for Andy*. Macmillan, 1958. 137p. \$2.75.

Andy and his imaginary friend Peek-a have wonderful adventures; wild horses, bears and finally an elephant. For reading "to yourself" by second and third graders.



MILLER, HELEN TOPPING. *Christmas with Robert E. Lee*. Longmans, 1958. 79p. \$2.75.

The first Christmas after the war is made very real and warmly human by this account of what it may have been like in their house in Lexington. Suitable for upper grades, as well as adult reading.

NASH, MRS. MARY. *While Mrs. Coverlet Was Away*. Little, 1958. 133p. \$3.00.

If Mrs. Nash's purpose in writing her first children's book was to amuse and entertain she has achieved her goal in this lively story of three children who are left to keep house alone one summer. Their efforts to keep the neighbors and friends from knowing they were alone, as well as their efforts at making money make an amusing story for children 8 to 12.

NEURATH, MARIE. *Building Big Things*. Lothrop, 1958. 36p. \$2.00.

Excellent pictorial illustration and informative text stress man's ingenuity in overcoming the difficulties of building large structures. The "small fry" engineer will be intrigued by the book.

NIELSON, JEAN. *Walk Under the Trees*. Funk, 1958. 280p. \$2.95.

When Gwen had the measles on the day of her high school graduation, she felt that everything was against her. Gwen ran away to Arizona to visit her aunt. Her summer was completely different from anything she had expected. As a result of her experiences maturity and insight came to her. High school and teen age girls will enjoy this novel.

NORTON, ANDRE. *The Time Traders*. World, 1958. 219p. \$3.00.

Imaginative adventure story bringing together characters from the distant past, the present and the future. The strength of the book is in its successive imminent tragedies.

OLDS, HELEN. *Silver Buttons*. Knopf, 1958. 26p. \$2.50.

Stevie was afraid to come home from school by himself, so his sister gave him a magic silver button to keep him brave. It worked so well Stevie didn't even know

when he lost it. For children about 4 to 8 years old.

PALAZZO, TONY. *The Little Red Hen*. Garden City, 1958. unp. \$1.00.

A delightful telling of this tale is enhanced with illustrations most of them in color. For ages 2 to 5.

PARKER, RICHARD. *The Sword of Ganelon*. McKay, 1958. 213p. \$3.50.

This tale of early England has plenty of adventure mixed with the superstition and magic of the time. A magic sword, a wonderful healer and a bloody horseman make the role of the hero an exciting one. For upper grade reading.

PARSONS, GEORGE A. *Cut Bait, Johnny*. Holt, 1958. 189p. \$3.00.

A boy's experiences on the Ohio River in the early 1900's, befriending any one in trouble, meeting the problems of freeze and flood, finding excitement in the business of fishing and taking care of himself. A picture of life among river people, showing what goes on in shanty boats, show boats and big steam boats of that time.

PARSONS, VIRGINIA. *Homes*. Garden City, 1958. unp. \$1.00. A Happy Nursery Book.

Picture of where people and animals live are explained. Half the pictures are in color. Suitable for children aged 2 to 5.

PARSONS, VIRGINIA. *Night*. Garden City, 1958. unp. \$1.00. A Happy Nursery Book.

An unpagged picture book for children 2 to 4. About half the pictures are in color. The text is limited to statements of night scenes that the pictures present.

PATCHETT, MARY F. *Send for Johnny Danger*. McGraw Hill, 1958. 174p. \$2.50.

Johnny Danger is the captain, but 14-year-old David is one of the crew on the first trip to the moon by Earthmen. They find men from Mars there ahead of them. What happened to them makes the kind of reading upper grade children will want to finish at once.

PETERSHAM, MAUD and MISKA. *Ruth*. Macmillan, 1958. unpaginated. \$2.50.

The tender story of Ruth, delightfully told in text and pictures is reprinted in charming form for children 8 to 12.

PETERSHAM, MAUD and MISKA. *Moses*. Macmillan, 1958. unpaginated. \$2.50.

This is a new printing of the sympathetic story of Moses. The illustrations and text together present this story for children 8 to 12 years of age and of all religious denominations.

PETERSON, BETTINA. *Cranberry Train*. Washburn, 1958. unpaginated. \$2.00.

Toby wanted to run a real train more than anything else. Children about 4 to 9 will be interested to find how Toby got his wish. Second and third graders can read this story.

POTTER, MRS. MIRIAM S. *The Mouse Who Liked to Read in Bed*. Lippincott, 1958. unpaginated. \$1.75.

This literary mouse forgot to close his door one night while reading his book. How he got rid of the cat who wandered in makes an exciting ending for this delightful story for children of 6 to 8.

PRITCHETT, LULITA CRAWFORD. *The Cabin at Medicine Springs*. Watts, 1958. 195p. \$2.95.

Basing her story on the experiences of her mother and two uncles, the author gives a realistic account of pioneer life and of the Indian uprisings in Colorado at the time of the Meeker Rebellion of 1879. This is the 1958 winner of Franklin Watts Fiction Award. Recommended for ages 10 to 12.

PULLEIN-THOMPSON, DIANA. *The Boy and the Donkey*. Criterion, 1958. 192p. \$2.25.

The first American publication by this English writer has spirited action. Children 9 to 12 will be delighted that they won the Donkey Derby.

RANDALL, JANET. *Miracle of Saga Valley*. Longmans, 1958. 185p. \$2.75.

This delightful house story for early teen age girls has also the story of a girl, child of divorced parents, finding herself. Then there is a touch of romance.

REINFELD, FRED. *Chess for Children*. Sterling, 1958. 61p. \$2.50.

By diagrams, photos and clear statements this book makes chess understandable for bright children with third grade reading ability. This is helpful for adults with little or no instructions in chess.

REYNOLDS, MRS. HELEN. *Music for Melanie*. Funk, 1958. 220p. \$2.95.

This is an exciting story of a teen age girl, Melanie, who loves music and aspires to be a piano teacher, and her brother. They have an adventure on the sea in a motor boat involving a storm and their being shipwrecked on an apparently deserted island. It seems Melanie will not get home in time to qualify for admittance to a music conservatory. This story of adventure and danger will appeal to girls and boys alike. It carries the reader smoothly along with vivid descriptions.

RICHARD, JAMES ROBERT. *Double M for Morgan*. Lothrop, 1958. 154p. \$2.75.

This fast moving adventure story has F.B.I. agents, three of the ten most wanted men, a quiz show, a western ranch, a bank robbery and a western celebration of the Fourth of July. Horse lovers aged 12 to 16 will be thrilled.

RITCHIE, RITA. *The Golden Hawkes of Genghis Khan*. Dutton, 1958. 191p. \$3.00.

This adventure story gives authentic details of the life and customs in the empires of Genghis Khan. Plenty of tense situations to phase teen agers.

ROBINSON, VIRGINIA. *Maggie's Champion*. Lothrop, 1957. 187p. \$2.75.

The Proctor family undergo many interesting experiences when thirteen-year-old Maggie wants a champion collie. After much opposition she finally gets her wish and the family share her interest. The story combines the dog show business with a teen ager and her problems. There is humor, romance and adventure in this warm family story. Ages 10 to 14.

ROSS, MRS. MARY. *The Color of Loneliness*. Dorrance, 1958. 127p. \$2.50.

This is the story of romance, loyalty and loneliness. For high school girls.

RYDBERG, LOUISA HAMPTON. *Marnie*. Longmans, 1957. 181p. \$2.75.

This is a story of the Montgomery family who live in a small college town. Marnie is the homemaker for her young, football playing brother and her doctor father. It interestingly reveals how both teenagers and adults, not only face, but meet and solve their individual problems. Recommended for high school girls.

SAVERY, CONSTANCE. *Magic in My Shoes*. Longmans, 1958. 152p. \$2.75.

A delightful improbable tale of boy trip-lets, and of the fate of orphans in the 18th century, England. Thanks chiefly to Sally and her aunt, the fate of these boys turns out pretty well. Good reading for intermediate grade children.

SCHOLZ, JACKSON. *Bench Boss*. Morrow, 1958. 255p. \$2.95.

A fast moving baseball story of a professional who finds managing a class B team has much to teach him. For high school baseball fans.

SCHRANK, JOSEPH. *Plain Princess and the Lazy Prince*. Day, 1958. 57p. \$2.95.

A princess whose plain face stopped all the palace clocks, a lazy prince who did not want to rescue a princess, a dragon who rents his services to the princess who wishes to be captured so that a charming prince may rescue her, witches, magic spells, a very unusual rescue—These are the ingredients of this unusual and laugh provoking modern fairy tales which is sure to make a hilarious tale for reading aloud.

SELSAM, MILLICENT. *Nature Detective*. Scott, 1958. unpag. \$2.75.

An attractive nature book for children, particularly boys from ages 6 to 11 by a well-known nature writer. It shows in accurate picture and text what kind of clues to look for in tracking animals. It also has a list of additional books which will help you

and add pleasure to your trips into the woods. It could start an inquiring young mind on an interesting hobby dealing with nature.

SHARP, EDITH LAMBERT. *Nkwala*. Little, Brown, 1958. 125p. \$3.00.

The traditional manhood trials require skill, courage and endurance before an Indian boy is accepted by his tribe as a brave. These qualities were shown by Nkwala, who, in putting his life in danger to save his people, finds his guardian spirit and becomes a "young Man" in the Salish tribe. This is an unusual Indian story, told with sympathetic understanding and showing the dignity, honor and wisdom of the Salish Indians who lived in the Pacific Northwest more than 100 years ago. This book received the first Little, Brown Canadian Children's Book Award. Recommended for ages 8-12.

SHAUB, JOSEPHINE and PAUL. *Squeaky, the Mechanical Whale*. Lothrop, 1958. unpag. \$2.50.

Peter found a huge mechanical whale in need of oil and of patching some small holes. When he had fixed these he and the whale went for a wonderful voyage and saved four shipwrecked fishermen. Just right for children three to eight.

SILVERMAN, MEL. *Good for Nothing Burro*. World Pub., 1958. unpag. \$2.50.

Paco loved his burro, even if he got into mischief and could not go as fast as a car. Paco was planning to sell his good for nothing burro. Children 4 to 8 will be delighted to find that Paco kept his burro.

SMILEY, VIRGINIA KESTER. *Swirling Sands*. Dodd, Mead, 1958. 179p. \$2.75.

A simple story so well told one keeps reading. Carey's family moves west because of her father's health, and just before her senior year in high school. The trading post among the Navaho Indians takes a good deal of adjustment. Good and authentic detail of some primitive customs. For girls 12 and older.

SNEDDEN, GENEVRA S. *Docas: Indian of Santa Clara*. Heath, 1958. 206p. \$2.50.

This new edition gives the upper elementary reader an attractive, well bound copy of the interesting story of Docas, a California Indian Boy. The historic background of the



times and conditions in that area is represented in a very readable style, and the readers of this age will enjoy it. Recommended.

STEINER, CHARLOTTE. *Terry Writes a Letter*. Macmillan, 1958. unpag. \$2.00.

Ted and Terry were the best of friends. When Ted moved, Terry drew pictures of what she had done and sent as a letter, since she could not write. Good pictures for ages 3 to 6.

STERLING, DOROTHY. *The Silver Spoon Mystery*. Doubleday, 1958. 233p. \$2.95.

About 15 or 16 children who lived on the hill became the suspects in the disappearance of antique silver spoons. What they do to clear themselves, and the surprising answer to who dunit make interesting reading for children grades 3 to 6.

STOIBER, RUDOLPH MARIA. *Mystery of the Floating Hotel*. Houghton, 1958. 216p. \$2.75.

Published first in Austria, this story of a dozen children of different nationalities and speaking different languages portrays what might have happened on a ship sailing to Halifax. There is a missing passport, misunderstanding, but all have friendship. Junior high reading level.

STONE, EUGENIA. *Magpie Hill*. Watts, 1958. 150p. \$2.95.

This quite fantastic tale succeeds in giving some appearance of possibility to American boys, camels, lost yolk miner, Indians and what have you. Interesting for children about 8 to 12.

STREET, JULIA MONTGOMERY. *Moccasin Tracks*. Dodd, Mead, 1958. 236p. \$3.00.

The Martin family finds there are good and bad people, both white and Indian. This adventure story tells of both moccasin and boot tracks, abduction and rescue, and Sequoyah with his written Cherokee. Intermediate grade reading level.

SUTCLIFF, ROSEMARY. *The Silver Branch*. Oxford, 1958. 215p. \$3.25.

After a slow start this story of the last

days of the Roman occupation of Britain races along with the intriguing adventures and narrow escapes. Flavius, a Roman army officer, and his kinsman, Justin, a young surgeon, discover a plot to overthrow Emperor Carausius. The historical background is presented authentically and interestingly. Students of Latin and ancient history should especially enjoy this story.

SYME, RONALD. *The Man Who Discovered the Amazon*. Morrow, 1958. 192p. \$2.75.

The true adventures of Francisco de Orellana are as absorbing as any made up story could be. Upper grade children will thrill to the fighting, enjoy the beauty of the descriptions, and learn with pleasure.

TODD, RUTHVEN. *Space Cat and the Kittens*. Scribners, 1958. 94p. \$2.50.

The cat family accompany two humans to a relatively small planet. There they find smaller replicas of prehistoric earth animals. There is enough adventure to satisfy readers aged about 7 to 10.

TREECE, HENRY. *Further Adventures of Robinson Crusoe*. Criterion Books, 1958. 190p. \$3.50.

This thrilling treasure hunt story is more in the style of *Treasure Island* than of *Robinson Crusoe*. One wishes Mr. Treece had created his own characters for their adventure story for boys in their early teens.

TREZ, DENISE and ALAIN. *Circus in the Jungle*. World Pub., 1958. unpag. \$3.00.

Virginia, Pat and Banana, the dog, have an imaginary trip to an imaginary jungle, with all sort of animals and adventures strictly "out of this world." For children about 4 to 8.

UDRY, MRS. JANICE MAY. *Theodore's Parents*. Lothrop, 1958. unpag. \$2.75.

A tall tale in which the small boy who lives in a house all by himself discovers that parents are useful to have in his home. He put an advertisement in the paper, and after many interviews, finds exactly the right parents. Children of 5-9 will enjoy both the story and the especially attractive illustrations.



WEBB, CHRISTOPHER. *Matt Tyler's Chronicle*. Funk, 1958. 216p. \$2.95.

Matt Tyler, a 16-year-old cobbler's apprentice, entered the Revolutionary army near Boston in 1776. His services included adventures at sea and on land, north and south, and even impressment on a British frigate. Good adventure story for ages 12 to 16.

WEST, JERRY. *The Happy Hollister and the Ice Carnival Mystery*. Garden City, 1958. 180p. \$1.00.

The Hollisters return happily with a new adventure, and elementary readers will stand in line for their turn at reading about the new experiences of their favorite family. A fresh, exciting story laid in an interesting historic location. Well illustrated.

WHITE, DALE. *John Wesley Powell*. Messner, 1958. 192p. \$2.95.

An interesting biography of the first director of the United States Geological Survey. The author writes with a conversational and descriptive style that will appeal to adventuresome youth. The story of exploration of the Colorado country in the 1870's will challenge imagination.

WHITNEY, PHYLLIS A. *Secret of the Samurai Sword*. Westminster, 1958. 206p. \$2.95.

This mystery involves two American children who have gone to Japan to visit their grandmother, who is there writing a book. They become acquainted with the Japanese children across the street from their home and have many good times together. There is a "ghost" which walks in the garden of the American families home. The thing which disturbs them is that he has no sword. How they go about getting the sword back makes an exciting adventure.

WILLIAMS-ELLIS, ANABEL. *The Arabian Nights*. Criterion, 1957. 248p. \$4.95.

A good selection of 26 tales has been written for upper grade children to read for themselves. Here are 16 wonderful illustrations in color and many intriguing pen and ink drawings and sketches, all by Pauline Baymes. A lovely book.

WILLIAMS, JAY and RAYMOND ABRA-

STEIN. *Danny Dunn and the Homework Machine*. McGraw Hill, 1958. 141p. \$2.95.

Children in the intermediate grades who have read previous Danny Dunn books will welcome this new one. Those who have not will be delighted to make the acquaintance of Danny and his wonderful idea. Just think? A machine to do your homework.

ZIM, HERBERT SPENCER. *Shooting Stars*. Morrow, 1958, 64p. \$2.50.

Although all facts about meteors and meteorites are not yet known, scientists have discovered many facts which are here discussed in Dr. Zim's usual interesting and informative style of presentation. The illustration and diagrams on every page add greatly to the understanding of the text. Recommended for science units in the grades 4 to 6.

## Education and Psychology

BAKER, MELVIN C. *Foundation of John Dewey's Educational Theory*. Crown, 1955. 214p. \$3.50.

This is an ambitious effort to trace the development of John Dewey's educational theories. It is most interesting to observe that Dewey had already developed most of his educational theories by the time he left the laboratory school at the University of Chicago. Dewey's educational concepts grew out of his study of philosophy, psychology and his analysis of the experimental work done at the University of Chicago. His theories were tempered in the crucible of the laboratory school. This book deals with the development of his beliefs about psychology, logic, ethics, social philosophy, reaction to other educational movements of that time, the theory of schooling, the laboratory school, and as assessment of his theory of schooling.

BARTLETT, SIR FREDERIC CHARLES. *Thinking*. Basic Bks., 1958. 203p. \$4.00.

The author, depending largely on evidence from his own numerous experimental psychological studies, develops the thesis that thinking shares many of the properties of bodily skills. Interesting discussions of thinking in "closed systems" ("puzzles") and in "open systems" (e.g., the thinking of experimental

scientists, everyday thinking, artistic thinking) serve as arguments in support of the analogy.

BEREDAY, GEORGE Z. F. and VOLPICELLI, LUIGI. *Public Education in America*. Harper, 1958. 212p. \$4.00.

A symposium by seventeen educational leaders presenting a new interpretation of the purpose and practice of our system of public education. The book deals with such pertinent problems as religion in schools, the private school, race relations, the curriculum, federal control, international understanding, etc. Should be of value to the foreign student as well as the American layman in acquiring an understanding of our program, methods and aims.

BLOCH, HERBERT & NIEDERHOFFER, ARTHUR. *The Gang*. Phil. Lib., 1958. 231p. \$6.00.

The book is designed for the general public as well as the student of adolescent psychology. Effort is made to study adolescent behavior in relationship to various psychological and sociological factors. The problem is approached from the standpoint of the kind of culture in which the adolescent is reared. This is a valuable reference work for courses in the psychology of childhood and adolescence.

BLOUGH, GLENN O. and others. *Elementary School Science and How to Teach It*. rev. ed. Dryden, 1958. 608p. \$6.75.

This revised edition has all the chapters dealing with what-to-teach completely rewritten. New materials, all of them pre-tested in classroom, are in the how-to-teach chapters. A re-evaluation of the place of science in the school program and its relationship with other subjects is also discussed. There are sections which detain assignment to add to the student's science experiences plus lists of sources of materials in science teaching.

BOULIND, HENRY FREDERICK. *Teaching of Physics in Tropical Secondary Schools*. Oxford, 1957. 394p. \$3.40.

Very likely to be helpful to those who are faced with the task of teaching science in areas of limited resources. Many good dem-

onstrations and helpful tables. While stressing the British concept of schools, many ideas are adaptable to other school systems.

BRITTON, EDWARD C. and WINANS, J. MERRITT. *Growing from Infancy to Adulthood*. Appleton, 1958. 118p. \$1.10.

A handbook, planned for quick reference, summarizing typical patterns of children's behavior at each of the six stages of development from infancy to adulthood. Will be of interest to parents, teachers, guidance counselors, and students in courses in growth and development.

COPELAND, MELVIN T. *And Mark an Era: The Story of the Harvard Business School*. Little, Brown, 1958. 368p. \$6.00.

An interesting account of the development of the Harvard Graduate School of Business.

DANIELS, WALTER MACHRAY, ed. *Education Opportunities for Youth*, References Shelf Vol. 27, No. 5. Wilson, 1955. 201p. \$2.00.

Educational opportunities for Youth is volume 27 of the Reference Shelf which is a series of books on current problems in America. Volume 27 is a series of editorials or brief statements by prominent Americans concerning the many problems of education in this country. They deal with both secondary education as well as college education. Such topics as Federal Aid for colleges, alternatives to Federal Aid, financial aid to students, federal educational activities, the aims of higher education, and the two-year college. This is a provocative book and every one interested in thinking about our problems today would do well to read this book. Both on all sides of each topic are presented.

DOUGLAS, LLOYD V. and others. *Teaching Business Subjects*. Prentice Hall, 1958. 538p. \$9.00.

This is a textbook not merely presenting a method or a best technique for teaching, but showing that teaching is an art and a science. It is considered a text for business education students and a handbook for all teachers now in the field who are interested in ever-improving methods of teaching business subjects. It has an added section called "Extending

Learning Beyond the Classroom," which is a treatment of that professional "extra" which is sometimes the difference in an ordinary business program and a superior one. An excellent text.

DRESSEL, PAUL., ed. *Evaluation in the Basic College at Michigan State University*. Harper, 1958. 248p. \$4.00.

This is an interesting and important book for anyone connected with an institution of higher learning, whether as faculty member or administration. It is a study of one large institution's experience in operating a program of general education. The evaluations were made by the University's own faculty and staff.

GLENNON, VINCENT JOSEPH. *The Road Ahead in Teacher Education*. Syracuse Univ. Press, 1957. 56p. \$2.00.

A thought provoking and ably written essay dealing with the future of teacher education. Originally delivered as a J. Richard Street lecture at Syracuse University, it is the seventeenth in the series.

IRVIN, CHARLES D. *How to Sell Yourself, Your Ideas, Your Products*. American Pr., 1958. 168p. \$2.75.

The book is based on the methods of selling oneself, one's ideas and one's product. The ingredients of good selling include self-confidence, enthusiasm, and sincerity. One of the better books of this type.

KEARNER, NOLAN C. *A Teacher's Professional Guide*. Prentice Hall, 1958. 358p. \$6.65.

A significant contribution to the literature on teaching personnel. Written to the teacher rather than to the administrator, the book offers information and advice on many troublesome questions, including the new positions, legal problems, benefits, and ethics. A unique feature is the concluding story of one teacher which applies the general principle treated earlier.

KIRK, RUSSELL AMOS. *Academic Freedom*. Regnery, 1955. 210p. \$3.75.

*Academic Freedom* is a thoughtful study of the college and university teacher. Dr. Kirk is a conservative and much of the book

hinges on the difference between License and Liberty. His position is that the college professor should first of all be sure he is seeking the truth and then should exercise great care to be accurate and proper in his teaching. One quotation from the book gives a key to the general tone. "Like so many of the institutional freedoms of the modern world, the roots of academic freedom lie deep in aristocratic, not to say medieval society," and again I quote "If academic freedom is to be sustained and restored, probably the energy and leadership for such an accomplishment must be discovered, initially in the colleges and universities, therefore I have directed the greater part of my attention to those institutions."

LEAVITT, JEROME EDWARD. *Nursery-Kindergarten Education*. McGraw Hill, 1958. 365p. \$6.00.

Twelve experts in their field have contributed to this book designed to help students, teachers and parents in their work with the two- to six-year-old children. Topics discussed are: various nursery and kindergarten programs, story and music time, art activities, guiding play and physical activities, and training in health safety, science and social sciences.

MAGNIFICO, L. X. *Education for the Exceptional Child*. Longman, 1958. 371p. \$6.25.

This book provides an overview to the field of education for exceptional children and youth. The author has placed major emphasis on intellectually retarded and superior pupils. Thus, the volume should be especially helpful in improving the quality of instruction for these two types of deviant children. Dr. Magnifico has been especially careful in documenting this useful addition to the field.

MARKS, JOHN L. and others. *Teaching Arithmetic for Understanding*. McGraw, Hill, 1958. 429p. \$6.00.

Based on scholarship in mathematics and tested methods, the authors have designed this book as an aid to teachers in developing a technique for presenting basic mathematical ideas to pupils, grades I to VIII, as an exciting experience.



PHENIX, PHILIP HENRY. *Philosophy of Education*. Holt, 1958. 623p. \$5.75.

A large book containing very few quotations; a bibliography is provided for each of the thirty-one chapters. The four parts into which the book is divided are entitled "Education in the School, Education in Nature and Society, Education and the Fields of Knowledge and Ultimate Questions in Education."

ROBERTSON, KEITH. *The Navy from Civilian to Sailor*. Viking, 1958. 178p. \$2.00.

One of the most perplexing questions facing many youth is the branch of armed forces to be selected for obligated military service. This reasonably impartial analysis of naval service is a dependable guide for civilian youth and should be in every high school library for counseling and guidance.

SUHRIE, AMBROSE LEO. *Teacher of Teachers*. Smith, 1955. 418p. \$5.00.

This is a delightful autobiography of a very prominent figure in American education during the last 60 years. Dr. Suhrie has been an active leader in education since 1912 when he received his doctor of Philosophy degree. He became an active part of many of the forceful movements in education. He has been a great teacher of teachers and a dynamic leader of administrators. Running throughout the autobiography is a religious note which springs from a deep faith. This is good reading for anybody.

TONNE, HERBERT A. and others. *Business Principles, Organization, and Management*. McGraw Hill, 1958. 504p. \$3.84.

This book dealing with the principles of business organizations is well-organized and interestingly written. Each chapter opens with a case problem concerning a young man and his associates who enter business for themselves. These problems provide continuity and tie the business principles together. There is an abundance of problem work, discussion questions, and other suggested learning activities.

TOWNSEND, LELAND R. *The Psychology in Juvenile and Adult Crime*. Greenwich, 1958. 97p. \$2.50.

The author, describing himself as a "Practicing Psychologist" with a "Psy. Sc." Degree, says without qualification in his foreword that "In early youth all humans . . . possess an inborn criminal or antisocial urge." This seems enough to indicate that the layman, for whom the book is intended, had better look elsewhere for a "scientific survey of the entire problem" of juvenile and adult crime.

WECHSLER, DAVID. *Measurement and Appraisal of Adult Intelligence*. 4th ed. Williams and Wilkins, 1958. 297p. \$5.00.

A revised edition of a standard book in the field of adult intelligence. Of particular importance for teachers of individual intelligence tests is a review of the extraordinary amount of research that continue to be conducted on the Wechsler Intelligence Scale. The revision maintains the same standards of quality that have characterized the earlier editions.

WESLEY, EDGAR B. and WRONSKI, S. P. *Teaching Social Studies in High Schools*. 4th ed. Heath, 1958. 628p. \$6.00.

A college text for use in teacher training institutions, this fourth edition reflects the changes which have taken place in our society. New material within certain chapters, new emphasis and entirely new topics have been added.

WIGGINS, SAM. *Successful High School Teaching*. Houghton, 1958. 379p. \$5.00.

An invaluable guide for the beginning teacher as well as the experienced teacher in junior and senior high schools. This book is more than a book of methods, although many helpful suggestions on organizing the classroom work are offered. It reflects a faith in the creative intelligence of teachers in meeting the challenge and opportunity of educating youth for social responsibility.

WILLEY, ROY DEVERL and ANDREW, DEAN C. *Modern Methods and Techniques in Guidance*. Harper, 1955. 653p. \$5.00.

A broadly conceived treatment of counseling in the schools. Gives wide coverage to



one field, but places considerable dependence on secondary reference sources.

*Discussions on Child Development, Vol. III.* World Health Organization Study Group on the Psychobiological development of the Child. International Univ. Pr., 1958. \$5.00.

An edited version of what was said in a week's informal conference in Geneva (WHO sponsored) involving distinguished persons from anthropology, biology, electrophysiology, ethology, psychiatry, and psychology. Topics dealt with: genesis of sex differences in behavior; sex differences in play construction; identity diffusion; psychosocial development. A necessarily rambling but interesting picture of how different specialists conceptualize some major issues in child development.

## Health and Physical Education

BUCHER, CHARLES A. *Administration of School Health and Physical Education Programs.* Mosby, 1958. 2nd ed. 470p. \$5.75.

The modern concept of democratic administration is applied to two special programs within the school: the school health program and the physical education program. Included are concise and sound presentations of each of the broad areas of the two distinct programs with careful handling of the attendant problems confronting teachers and administrators. This book would be particularly useful to students in health education and school administration.

CALDER, PETER RITCHIE. *The Wonderful World of Medicine.* Doubleday, 1958. 67p. \$3.45.

An unusual and attractive book written by an outstanding authority. It tells in a most interesting way man's progress in his search for knowledge about himself and ways to cure disease. It will appeal to any age but its greatest use will be in high school.

COWAN, M. CORDELIA, ed. *The Yearbook of Modern Nursing, 1957-58.* Putnam, 1958. 460p. \$9.50.

This second yearbook of modern nursing is a digest of articles which have appeared in nursing literature. It also includes original

articles in bibliographies. This answers a real need in nursing literature. It will be exceptionally valuable to students studying trends in nursing.

SCHNEIDER, ROBERT E. *Methods and Materials of Health Education.* Saunders, 1958. 392p. \$5.00.

This is an excellent addition to the literature in the field of health teaching. Well-written, divided into four distinct parts, showing the school health program, the health curriculum and teaching methods. The teachers will gain from the simple and practical suggestions given.

TSCHUDIN, MARY S. and others. *Evaluation in Basic Nursing Education.* Putnam, 1958. 304p. \$5.25.

This is part of a five-year curriculum research project in nursing education of the university of Washington. The chapter on objectives of the program is excellent and most useful.

## Literature

ATKINS, JOHN. *Aldous Huxley, a Literary Study.* Roy, 1957. 224p. \$5.00.

Some biographical material but principally an exhaustive study of Huxley's writings and his attempts of re-combining the elements of life into patterns with specialized meanings.

BAUM, PAULL FRANKLIN. *Ten Studies in the Poetry of Matthew Arnold.* Duke Univ. Pr., 1958. 139p. \$4.00.

Essays on individual poems by Arnold written in an attempt to increase awareness of the better qualities of his verse. Close and sympathetic textual criticism.

BUSFIELD, ROGER M. *The Playwright's Art.* Harper, 1958. 260p. \$4.00.

The author, who is Assistant Professor of Speech at Michigan State, has directed this book to the young writer wishing to develop skill in dramatic forms. Stage, radio, television, and motion pictures are considered in the larger framework of common dramatic principles. Helpful for the individual writer or for the class in playwriting.

CHAPPELL, WARREN. *The Nutcracker*. Knopf, 1958. unp. \$2.95.

Warren Chappell has based his retelling of this famous Christmas fairy tale on the Alexander Duma's version of the story of E. T. A. Hoffman. His colorful illustrations add charm to this old classic. Includes main themes from Tchaikovsky's "Nutcracker Suite."

DAVIDSON, EDWARD H. *Poe: A Critical Study*. Harvard U. Pr., 1957. 296p. \$4.75.

Professor Davidson makes use of the work of previous Poe scholars but goes beyond their biographical and bibliographical approach and attempts a philosophical inquiry into the mind and writings of Poe. The result is an illumination not only of Poe but also of the Whole Romantic concept of the creative imagination. A penetrating study written in an admirable style.

FORESTER, CECIL SCOTT. *Admiral Hornblower in the West Indies*. Little, Brown, 1958. 329p. \$4.00.

Another story of the incomparable Hornblower, with the rank of Admiral. Again included are the tang of the sea, the violent interactions of courageous men, and the fast action of adventurers. For high school youths.

FRENCH, JOSEPH MILTON. *The Life Records of John Milton*, Vol. V. Rutgers U. Pr., 1958. 518p. \$7.50.

This final volume in the collection of facts in the life of Milton covers the last four years (1670-1674) and some miscellaneous information such as family history. Items on letters, court records, periodical references, and private documents are arranged in chronological order. The five volumes furnish invaluable source of biographical information.

GOETHE, JOHANN WOEFGANGVON. *Faust*. Phil. Lib., 1958. 224p. \$3.75.

For the early reader of Faust, the First part, this text should serve well. Its language is clear, up-to-date, simple generally. It reads very easily. And it conveys the sense intended. Beginning with it a new reader of Goethe should be prompted to push on to more scholarly and ampler editions.

GRANT, ROBERT MCQUEEN. *The Sword and the Cross*. Macmillan, 1955. 144p. \$2.75.

*The Sword and the Cross* is the story of the persecutions of early Christians in ancient Rome. There was a close connection between the Roman State and the pagan gods of the Roman people. The Romans believed that the pagan gods, notably Jupiter, had been largely instrumental in the phenomenal successes of Roman legions and other agencies of power in the nation. In most instances the Romans were very tolerant toward foreign religions but Christianity grew too fast and became too powerful for comfort. Also, the Christians were very intolerant toward other religions. Also the book of Revelations was a revolutionary document and eventually the cross overcame the sword.

HALE, NANCY. *New England Girlhood*. Little, Brown, 1958. 232p. \$3.75.

The granddaughter of Edward Everett Hale recalls the experiences of her growing-up days in New England from the vantage point of her present home in Virginia. Neither witty nor profound, the essays are none the less entertaining and successful in recreating an unusual childhood.

HUANG, RODERICK. *William Cowper, Nature Poet*. Oxford, 1957. 150p. \$2.90.

The author emphasized the reflection in Cowper's verse of his religious attitudes. The chapter on "The Descriptive Artist" is equally valuable in identifying Cowper with the tradition of nature poetry particularly in its eighteenth century phase.

KER, WILLIAM PATON. *Epic and Romance: Essays on Medieval Literature*. Dover, 1958. 398p. \$1.95.

An inexpensive reprint of a classic book, originally published in 1896, which has influenced all later treatments of medieval literature. Professor Ker shows the origins of the Epic and Romance in the heroic and chivalric ages and then discusses the form specifically in Teutonic, Icelandic and French Literature.

LEARY, LEWIS, ed. *Contemporary Literary Scholarship*. Appleton, 1958. 474 p. \$5.00.

Mr. Leary has edited a high informative collection of essays concerning scholarly and critical work in English. This book should be in every college library if only for its strictly bibliographical aspects. The comments on the works discussed here should aid every professor and student of English.

LOSHE, LILLIE, DEMING. *The Early American Novel, 1789-1830* Ungar, 1958. 131p. \$3.00.

This is a reprint of a minor classic, first published in 1907, which examines over one hundred American novels written during the first forty years of the nation's history. Still a definitive study.

MITCHELL, ROSAMOND JOSCELYNE and LEYS, M. D. R. *A History of London Life*. Longmans, 1958. 302p. \$5.75.

A delightful biography of a city written by two English women scholars. The personality of London as it was determined by its citizenry at different periods is brought out through exhaustive use of source materials presented in a compact and readable style.

REDFIELD, MARION HASKELL. *El Gusto Es Mio*. Heath, 1958. 142p. \$2.20.

REPPLIER, EMMA. *Agnes Repplier: A Memoir By Her Niece*. Dorrance, 1957. 171p. \$2.75.

An informal biography written by Miss Repplier's niece in a style reminiscent of the great essayist herself. A personal portrait, not literary criticism.

SHACKFORD, MARTHA HALE. *Talks on Ten Poets*. Bookman Assoc., 1958. 144p. \$3.00.

Essays on representative English and American poets of the nineteenth century based on a single poem of each chosen to illustrate individualism "as expressed in various ways by various persons who were intensely interested in questions of liberty and the ideal rights of man." Reflect the style and spiritual attitude of an experienced teacher of literature.

TRIST, MARGARET. *Morning in Queensland*. Lippincott, 1958. 254p. \$3.75.

A rambling, plotter series of incidents in the growing up of a girl in Queensland, this story is entertaining, and gives glimpses of persons that seem quite real. Good for light, intermediate reading.

TWAIN, MARK. *The Complete Short Stories of Mark Twain*. Hanover, 1957. 676p. \$3.95.

Sixty stories in all, arranged in order of first publication. The text is that of the Stormfield editions, and the selection and arrangement is by Charles Neider. Lovers of Mark Twain's works will welcome this collection.

WARDLE, RALPH M. *Oliver Goldsmith*. Univ. of Kan. Pr., 1957. 330p. \$5.00.

This biography of Goldsmith, the only one published in the twentieth century, makes use of previous works, plus material more recently brought to light, and weaves the whole into a good portrait and a fine critical study.

WILLIS, IRENE. *The Brontes*. Macmillan, 1958. 143p. \$1.50.

Although small, this book contains much information on the Bronte family, particularly on the early life of the children. The genesis of the writings by the three sisters is discussed and the works briefly reviewed. Recommended for high school libraries or for appreciative reading in college.

## Music

ANDREWS, FRANCES M. and COCKRILLE, C. E. *Your School Music Program*. Prentice Hall, 1958. 289p. \$4.50.

A volume well worth purchasing. It contains a wealth of information regarding administrative problems, efficient functioning of performing organizations, housing, equipment and many other topics of similar or equal importance. The joint authors have also certainly contributed a number of helpful suggestions from their personal experiences.

BRODER, NATHAN. *Collector's Bach*. Lippincott, 1958. 192p. \$1.25.

For those interested in tabloids evaluations



of discs, this book will be of real service. The views of the author should however be taken with reservations. There is a short biographical sketch which serves a dual purpose as preface and background of the recorded selections covered in the body of the text.

DOUGLAS, ALAN. *The Electrical Production of Music*. Phil. Lib., 1957. 224p. \$12.00.

Assumes some knowledge of both electronics and music; hence not a primer. The author compares electrical production of music with electrical reproduction, discusses advantages and disadvantages of traditional instruments versus electronic instruments. Not entirely objective, but it deals with a subject that will have great future effect on both music and electronics.

GREENE, RIVING, and RADCLIFFE, JAMES R. *The New High Fidelity Handbook*. rev. ed. Crown, 1957. 192p. \$4.95.

Although not the most comprehensive this is a very fine handbook for the uninitiated. In addition, there is considerable information which would be of value to the "do-it-yourself Hi-Fi" enthusiast. A very interesting section on the construction of "High Fidelity" furniture is included.

HINRICHSSEN, MAX. *Organ and Choral Aspects and Prospects*. C. F. Peters, 1958. 169p. \$5.00.

Disguised behind this mis-leading title is a potpourri of essays, most of which were presented at the First International Organ Congress (London, 1957). Varied subject matter, authors and quality. As the foreword states, "It is an outstanding addition to the . . . literature on matter of special concern to organists.

KETTELKAMP, LARRY. *Singing Strings*. Morrow, 1958. 48p. \$2.75.

Mr. Kettelkamp in "Singing Strings" continues a series which he inaugurated some time past with the help of William Morrow and Company. Not all of the books have been about music. Actually, this is the first dealing primarily with the art. The author's style is good and the format is further advanced by his own illustrations. Good material for grades 5 through 7.

LEEDER, JOSEPH A. and HAYNIE, W. S. *Music Education in the High School*. Prentice Hall, 1958. 366p. \$4.95.

This is an experimental method on recent trend books of two recognized authorities in the field. Every conceivable phase of the high school music program is treated in exhaustive detail—from the general music class through such specialized areas as theory and history.

OFFENBACH, JACQUES. *Orpheus in America: Offenbach's Diary of His Journey to the New World*. Ind. U. Pr., 1957. 200p. \$3.95.

Jacques Offenbach gives an account of his visit to the United States in 1876. His observations are less of the music world than of general interest; the New York Fire Department, food, manner of dress, advertising. A candid and refreshing look at America of 1876.

SUR, WILLIAM RAYMOND and SCHULLER, C. F. *Music Education for Teenagers*. Harper, 1958. 478p. \$6.00.

This is an excellent reference book for all music teachers or a text for music education courses dealing with secondary schools. The authors deal with the social and educational aspects of music education as well as the technical. References to other material and sources are excellent. Good sections on audio visual equipment and materials.

## Philosophy and Religion

CORSON, FRED PIERCE. *The Christian Imprint*. Abingdon, 1955. 156p. \$2.50.

The CHRISTIAN IMPRINT is a treatise on Christian Education by Bishop Corson of The Methodist Church. Dr. Corson begins with the concept that education can and does leave an imprint upon people. The next point is that there are Christian imprints and pagan imprints. The earlier the "Molders" get to the child the more pronounced the imprint. The semi-pagan influence of the Public Schools is dangerous. Therefore, the Protestants should give serious consideration to the efficiency of the Catholics in the parochial schools. The book is disappointing.



JORDAN, GERALD RAY. *Beyond Despair*. Macmillan, 1955, 166p. \$2.50.

BEYOND DESPAIR is a series of essays written by Dr. G. Ray Jordan. The general theme is one of confident victory in living. There are eighteen essays or sermons if you prefer to use the terminology. Such topics as "When religion became Real," "You can start life over again," and "Religion is essential." These messages are written to inspire and encourage people. The author points the way to confident and positive thinking.

LAUFMAN, FRITZ. *Thomas Mann, the World as Will and Representation*. Beacon, 1957. \$6.00.

Thomas Mann is known to most readers as a novelist. Yet he was one of the profoundest thinkers of the present century. The author of this book has put together the elements of Mann's philosophy from a careful study of his writings. Lovers of Thomas Mann novels will welcome this scholarly study.

KNOX, JOHN. *The Early Church and the Coming Great Church*. Abingdon, 1955. 160p. \$2.50.

THE EARLY CHURCH AND THE COMING CHURCH is a scholarly study of the significant movement to unify the church during and since the New Testament times. The author shows that even the New Testament church was far from unified. There were significant cleavages in the church in the day of Peter, James and Paul. These cleavages continued even into the second and third centuries A.D. The nature of this volume would justify the title "The discordant early church." The author who is a distinguished New Testament scholar points out that in spite of our divisions, there is a common faith that all Christians can endorse.

RYRIE, CHARLES. *The Place of Women in the Church*. Macmillan, 1958, 155p. \$2.95.

A historical study of the status of women in the Christian religion from the time of Jesus through the Church order of the third century. Thoroughly documented, it adds new information on the woman's place in history.

## Reference

ANGEL, JUVENAL L. *National Register of Grants and Fellowships*. Vol. II. World Trade Acad. Pr., 1958. 232p. \$12.00.

This list of fellowships and loans is arranged by profession, under which the loans are listed by the colleges and universities offering them, followed by those offered by foundations and other organizations. A useful tool for anyone hunting scholarships and loans.

JONES, DANIEL. *An Outline of English Phonetics*. Dutton, 1956. 378p. \$4.50.

This is a new improved and completely re-set edition of Professor Jones' well known book on the phonetics of English—the most comprehensive and detailed work of its kind hither to be published. The work has been thoroughly revised and brought up to date, and includes a number of new features. English students of speech, and in fact all who concern themselves with any branch of linguistic science, will find much to interest them in this book, since much information is given in it regarding the fundamentals of general phonetic theory.

KEMERMAN, SYLVIA E. *A Treasure of Christmas Plays*. Play, 1958. 509p. \$5.00.

These forty royalty-free plays meet the need for Christmas plays for young people from the lower grades through high school. Both modern and traditional plays are included.

PICKERING, JAMES SAYRE. *One Thousand and One Questions About Astronomy*. Dodd, Mead, 1958. 420p. \$6.00.

A desirable source of accurate information on astronomy. Young and old will appreciate the book's merit. The author is a professional astronomer. A good book for the library reference shelf.

RUSSELL, HAROLD G. and others. *The Use of Books and Libraries*. 9 ed. Univ. of Minn. Pr., 1958. 93p. \$1.75.

This handbook remains one of the best books on the use of books and libraries, both

for the student and library instructor. The format is always clear and attractive, the material well-organized, the annotations and discussions.

WILLOUGHBY, EDWIN ELIOTT. *The Uses of Bibliography to the Students of Literature and History*. Shoe String, 1957. 105p. \$3.00.

Four essays by ■ distinguished bibliographer deal with the meaning of bibliography, the physical book, the history of printing—intended not as a guide to the knowledge of bibliographic method, but as an informal account of its fascinating aspects.

### Science and Mathematics

BRANLEY, FRANKLYN M. *The Nine Planets*. Crowell, 1958. 77p. \$3.00.

An interestingly written and ably illustrated reference book for beginners in astronomy. Junior high school students can and will use the book effectively. The content is both factual and accurate. A leading book in its field.

BUEDELER, WERNER. *Operation Vanguard*. Roy, 1958 rev. ed. 128p. \$3.75.

Translated from the German language, this early book on earth satellites ranks with the best in the present time of information on the construction and operation of space vehicles. The average high school pupil will be richly rewarded by carefully reading the volume.

BURTON, MAURICE. *Life in the Deep*. Roy, 1958. 64p. \$2.50.

A very readable account of the popular aspects of marine biology. High school students will learn much from this British Book.

CALDER, NIGEL. *Robots*. Roy, 1958. 60p. \$2.50.

A compactly written illustrated account of automatic controls, computers, and the mechanism of automated factories. The book will interest those desiring ■ non-technical informative discussion of the topic.

COLBY, C. B. *Aluminum*. Coward-McCann, 1958. 48p. \$2.00.

Interesting pictorial account of the extraction, purification, fabrication and uses of aluminum. Will appeal to the junior high school group.

COLBY, C. B. *Helicopters to the Rescue*. Coward-McCann, 1958. 48p. \$2.00.

The varied uses of the helicopter are described in excellent photographic illustrations and simply written text. Recommended for library purchase in the middle and upper grades.

DARBY, GENE. *What Is a Tree*. Beckley, Cardy, 1957. 48p. \$1.60.

Very readable account of trees, how they live, and what they are used for. Third grade reading level. A valuable aid for teaching science characterized by good illustrations.

DIETZ, DAVID. *All About Satellites and Space Ships*. Random, 1958. 164p. \$1.95.

An excellent book on a timely subject written for intermediates by ■ well known science writer. This should be in the school library.

EDWARDS, ALLEN L. *Statistical Analysis and Workbook*. Rhinehart, 1958. rev. ed. 234p. 76p. \$4.00, \$1.25.

This text is designed for a first course in statistics, and includes a coverage of both descriptive and inferential statistics. The presentation is clear and the symbolism is generally good. Since a book of this size cannot cover these topics in full detail, the serious student of statistics should start with a more complete text.

FORSEE, AYLES A. *Louis Agassiz: Pied Piper of Science*. Viking, 1958. 244p. \$4.00.

An interesting book about one of the greatest naturalists of all time. Living from 1807 to 1873, this naturalized American teacher of science is quoted as saying, "I must give what I can. If by word or deed, I can bring students closer to living realities, then I must do so." It is a good story. Middle and upper grade boys and girls will both see Louis Agassiz in his time and find character traits worthy of imitation.

FOX, WILLIAM. *Rocks and Rain and the Rays of the Sun*. Walck, 1958. 90p. \$3.00.

This science reader for young people emphasizes the principle underlying the occurrence and conservation of natural resources.

GALLANT, ROY A. *Exploring Chemistry*. Garden City, 1958. 120p. \$2.95.

About two-thirds of the book deals with the chemistry of yesterday and one-third concerns the chemistry of tomorrow. The illustrations are well done. Early teenagers will find the text an interesting way in which to build a simple technical vocabulary.

GALLANT, ROY A. *Exploring the Sun*. Garden City, 1958. 56p. \$2.50.

Excellent illustrations illumine the accurate readable text. This book is of interest to the secondary school student of scientific bent.

GLEMSEY, BERNARD. *All About the Human Body*. Random, 1958. 136p. \$1.95.

This is another in a fine series of books for intermediates. Clear illustrations and simply written text make this a self-teaching book. Parents will welcome it.

HEISENBERG, WERNER. *Physics and Philosophy*. Harper, 1958. 206p. \$4.00.

A must book for physicists and philosophers. The author of a large segment of physical theory takes his adult readers for a challenging excursion into the philosophical structure and implications of modern physics.

HERRON, EDWARD. *First Scientist of Alaska*. Messner, 1958. 192p. \$2.95.

William Healey Dall was a naturalist who charted much of Alaska soon after its purchase. This biography tells of his more adventuresome experiences. Much about the country will be learned incidentally by the reader.

LAUBY, CECILIA J. and others. *Biology*. American Bk. Co., 1958. 624p. \$5.24.

An introduction to the whole field of biology. The color photographs are very good.

The others average. The book effectively presents the sociological aspects of biology. Could be a very good text at the high school level. The book is most readable and keeps the readers attention.

LEYSON, BURR WATKINS. *More Marvels of Industrial Science*. Dutton, 1958, 190p. \$3.50.

Tells the story of applied industrial research on subjects like atomic power plants, heat pumps, man-made diamonds, and the artificial lighting. This is the book older boys have looked for over a period of years; they will read it from cover to cover.

MCCLUNG, ROBERT M. *All About Animals and Their Young*. Random, 1958. 148p. \$1.95. All About Series.

Intermediates are typically fond of animals. They will enjoy this accurate and carefully written book. The illustrations are quite well done.

MALONEY, TERENCE. *Other World in Space*. Sterling, 1958. 127p. \$2.95.

A simple factual account of what is known about the planets and their moons as seen through the mind of a noted British astronomer. The book is different in that it skillfully presents for a serious reader, but not a specialist in the field, the evidence for a number of astronomy's conclusions.

MAY, JULIAN. *There's Adventure in Rockets*. Pop. Mech., 1958. 12p. \$2.95.

An excellent source of information rocketry for boys from ten to ninety. A fictionalized account of a boy who learns about rockets from experts in the field. Highly recommended.

MEYER, EDITH PATTERSON. *Dynamite and Peace: The Story of Alfred Nobel*. Little, Brown, 1958. 298p. \$3.50.

Interesting, simply written biography of the founder of the Nobel Prizes. Young people will appreciate the author's forthright presentation of motives and character traits.

NEAL, HARRY EDWARD. *Skyblazers: Your Career in Aviation*. Messner, 1958. 192p. \$3.50.

Information, carefully selected and thoughtfully presented about aviation industry for boys and girls in their early teens.



NEWELL, HOMER EDWARD. *Space Book for Young People*. McGraw, Hill, 1958. 114p. \$2.95.

An authoritative discussion of the possibilities for the problems of the progress toward space travel. Quite readable for teenagers with scientific interests.

PINE, TILLIE S. and LEVINE, JOSEPH. *Magnets and How to Use Them*. McGraw, Hill, 1958. 47p. \$2.50.

Accurate information with some experiments to do.

PINE, TILLIE S. and LEVINE, JOSEPH. *The Chinese Knew*. McGraw, Hill, 1958. 32p. \$2.50.

A simple science activity book showing how we today apply certain elementary scientific principles which were first discovered by the ancient Chinese, such as block printing, the use of the compass, wheels, the abacus of counting, the making of porcelain, paper, ink, musical instruments, etc. Simple experiments to increase the child's understanding are given with each topic discussed.

SCHEELE, WILLIAM E. *Prehistoric Man and the Primates*. World Pub., 1957. 121p. \$4.95.

A simply written, well illustrated book which tells what we know about the evolution of man. This is clear enough for a young reader and fascinating enough for the adult. Excellent for school libraries.

THIRRING, HANS. *Energy for Man*. 2nd ed. Ind. Univ. Pr., 1958. 409p. \$6.95.

Man is becoming increasingly concerned about the available sources of energy. For the science trained person, this book has no real interest. The reader of Thirring's book can become well informed on the status of a problem vital to survival of the race.

WILSON, JOHN H., JR. *Albert A. Michelson*. Messner, 1958. 190p. \$2.95.

In this book one of America's best known experimental physicists is depicted as a scientist and a human being. High school students interested in biography and science will like this volume.

WOLFE, LOUIS. *Let's Go to a Planetarium*. Putman, 1958. 44p. \$1.95. Let's Go series.

Children will find this book helpful in organizing systematically their experiences at a planetarium. It will be difficult to give children a vicarious visit to a planetarium by this book.

## Social Sciences

ALLAN, W. SCOTT. *Rehabilitation: A Community Challenge*. Wiley, 1958. 247p. \$5.75.

Throws light on the broad responsibilities of communities in the rehabilitation of the handicapped and disabled.

ARTZ, FREDERICK BINKERD. *The Mind of the Middle Ages*. Knopf, 1958. 3rd rev. ed. 566p. \$6.50.

The third edition of a standard work recognized for its high level of scholarship. It is useful both as a text and as a volume of value to any serious reader. The writing is characterized by clear and precise statement.

BATTEN, THOMAS REGINALD. *Communities and Their Development*. Oxford, 1957. 248p. \$2.40.

This book is concerned with how people in tropical and other "undeveloped" countries can be stimulated and helped to develop their own local communities. Good supplemental reading in college sociology and comparative courses.

BENTON, WILLIAM. *This Is the Challenge*. Assoc. College Pr., 1958. 254p. \$3.95.

The book, basically, is an account of the author's Russian travel and his report on the nature of the Soviet threat. The challenge, to him, is in education, science, and technology. In addition to a penetrating analysis, the volume contains a lengthy appendix detailing interviews and certain Russian materials.

BLAUSTEIN, ALBERT P. and FERGUSON, CLARENCE CLYDE. *Desegregation*



and the Law. Rutgers Univ. Pr., 1956. 333p. \$3.50.

This volume, written by two law professors, at Rutgers University should be of particular interest to the layman who seeks to gain a broader understanding of the historical and legal complexities which surround the supreme courts decision in "Brown vs. Board of Education" (School segregation case). The events of the day give impetus to this work and makes it a book that should be read.

BUCKMASTER, HENRIETTA and HENKLE, H. *Flight to Freedom*. Crowell, 1958. 217p. \$3.00.

The story of the Underground railroad fashioned against the background of the times. The account is written with great sympathy for the escaping slaves, and the various episodes are portrayed with high interest.

CABLE, GEORGE WASHINGTON. *The Negro Question*. Doubleday, 1953. 286p. \$3.95.

All persons who are interested in the South's most persistent problem are indebted to Professor Arlin Turner of Duke University for editing and making available this volume. The edition has contributed a good introduction, and the author's text is perhaps even more significant today than it was fifty years ago when it was originally published. Six of the essays included appear here in print for the first time.

CLIFFORD, SIR HENRY HUGH. *Henry Clifford, His Letters and Sketches from the Crimea*. Paggett, 1956. 288p. \$7.50.

Letters can give a vividness to the past which so many of the students in our history classes never knew. Here is an interesting collection written by a British officer to his family a hundred years ago. The sketches, some of which are in color, make this a handsome book.

COLBY, D. B. *Army Engineers, Fighters and Builders*. Coward-McCann, 1958. 48p. \$2.00.

Like other books in the Colby series this volume presents pictorially a carefully con-

sidered story to the early teen-agers. Can be used for informal vocational guidance.

COY, HAROLD. *The First Book of the Supreme Court*. Watts, 1958. 57p. \$1.95.

This little volume provides an excellent example of the adaptation of political science material to the elementary school. Numerous facets of the work of the court are clearly described. Picture by Helen Borten add measurably to the text. Good reference material.

DABBS, JAMES MCBRIDE. *The Southern Heritage*. Knopf, 1958. 273p. \$4.00.

For one citizen who seeks information about the South's social problem, this volume offers the calmest and most thoughtful approach yet seen. It is a highly significant book.

DOSS, HELEN. *All the Children of the World*. Abingdon, 1958. unp. \$1.50.

Pointed from the religion angle, the importance of the individual is presented here in very simple terms and situations. It is aimed for the very young child so that from the beginning of his thinking he will understand that all people are different in some way, and yet all are very special.

DUNHAM, ARTHUR. *Community Welfare Organization: Principle and Practice*. Crowell, 1958. 480p. \$5.75.

Well-organized book which will be useful in sociology and social work classes as supplemental reading.

DUNHAM, H. WARREN, ed. *The City in the Mid-Century*. Wayne St. Univ. Pr., 1957. 198p. \$4.00.

This volume contains the Franklin Memorial Lectures delivered at Wayne University in 1956. Problems explored include those of physical design, political structure, urban re-development and value conflicts.

EISENSCHIML, OTTO. *Why the Civil War?* Bobbs, Merrill, 1958. 208p. \$3.75.

A who-dunit for the Civil War fan. Mr. Lincoln may have engineered the beginning

of the war, as suggested here, but Eisehschmi isn't detective enough to clinch his case.

FLOYD, WILLIAM H. *Phantom Riders of the Pony Express*. Dorrance, 1958. 142p. \$2.50.

A brief but reasonably complete account of the Pony Express. The book is replete with a series of short sketches. In addition, the volume includes a considerable collection of full-page illustrations and maps and an extensive list of riders and station keepers with biographical data.

FORM, WILLIAM HUMBERT and others. *Community in Disaster*. Harper, 1958. 273p. \$5.00.

Unique study of the Flint, Michigan, tornado disaster in 1953 and its effect as revealed through hundreds of first-hand interviews with survivors and rescue workers.

FRANCIS, ROY G. *The Population Ahead*. Univ. of Minn. Pr., 1958. 160p. \$3.75.

Timely volume based on papers given at a conference on population problems held at the University of Minnesota in 1957.

FREIDEL, FRANK. *The Splendid Little War*. Little, Brown, 1958. 314p. \$8.50.

Through copious illustrations and not inconsiderable text, this volume portrays in rather dramatic fashion the story of the U. S. war with Spain. It is an excellent book both for the school library and the general reader. The illustrations are nicely reproduced and the text is interestingly written.

FRIEDLANDER, WALTER A., ed. *Concepts and Methods of Social Work*. Prentice Hall, 1958. 308p. \$4.50.

Brings into focus the three basic methods of social work: social case studies, social group work and community welfare organization.

GARNIER, BENJAMIN JOHN. *The Climate of New Zealand*. St. Martin's Pr., 1958. 191p. \$15.00.

An excellent treatise of the weather and the climate as an important aspect of the geography of New Zealand. Studies of nine

climatic regions constitute the bulk of the book.

GREER, THOMAS HOAG. *What Roosevelt Thought*. Mich. St. U. Pr., 1958. 224p. \$5.00.

An account concerned with Franklin D. Roosevelt as "a factual philosopher." The various chapters deal with FDR's ideas on human rights, political economy, constitutionalism, politics, international relations, and the associated topics. A carefully written book with a flair lending to readability.

HAYS, WILMA PITCHFORD. *Freedom*. Coward-McCann, 1958. 56p. \$3.00.

This volume essentially, is a series of reproductions of 26 significant documents of American history with a brief historical background of each. Together they provide a useful collection that provides a valuable reference work for the school library. They should also stimulate considerable interest in history.

KELLER, ALLAN. *Thunder at Harper's Ferry*. Prentice Hall, 1958. 282p. \$4.95.

A stirring account of John Brown's ill-fated raid in October, 1859. History with a flair that should interest both the student and the general reader.

KELLEY, LEOLA COOMBS. *How to Conduct a Perfect Wedding*. Dorrance, 1957. 99p. \$2.50.

This is a concise and comprehensive guide for the prospective bride and her family. The guide includes correct customs for Protestant, Catholic and Jewish weddings, as well as military protocol.

KISSEN, FAN. *They Helped Make America*. Houghton, 1958. 22p. \$2.60.

LANTZ, HERMAN R. *People of a Coal Town*. Col. Univ., 1958. 310p. \$5.75.

Adequate study of a mining community of 2,300 that has gone through a period of rapid expansion and prosperity and is now in a state of decline.

MANNHEIM, KARL. *Systematic Sociology*. Phil. Lib., 1958. 169p. \$6.00.

A further contribution to the publication

of the collected works of Karl Mannheim in English. It is introduced and edited by two of his former students.

MOORE, JOHN HEBRON. *Agriculture in Ante-Bellum Mississippi*. Bookman Assoc., 1958. 268p. \$6.00.

The above volume is a distinct contribution to the history of the South prior to 1860. It is well written, and shows evidences of sound scholarship. In addition to a discussion of the Mississippi crops, it contains an excellent chapter devoted to the raising of livestock.

MORLAND, JOHN KENNETH. *Millways of Kent*. Univ. of N. C., 1958. 291p. \$5.00. *Field Studies in the Modern Culture of the South*, vol. 3.

Excellent account of life in a Southern Piedmont mill village by a social anthropologist.

MORRIS, RICHARD B. *The First Book of the Constitution*. Watts, 1958. 68p. \$1.95.

The story of the making of the federal Constitution told in graphic and accurate detail. Also included is a simplified version of the completed document. Excellent picture by Leonard Everett Fisher add much. A good reference source for the elementary school library.

NICHOLS, ROY FRANKLIN. *Franklin Pierce*. 2nd ed. rev. U. of Pa. Pr., 1958. 625p. \$8.50.

This well-known biography was first published in 1931. The second edition contains some new material including a final chapter of reappraisal. It is essentially a broad personality study rather than simply a political account of the fourteenth President.

RANDOLPH, SARAH N. *The Domestic Life of Thomas Jefferson*. Ungar, 1958. 432p. \$5.00.

The account of Thomas Jefferson, first published in 1871, is primarily concerned with his private life. Reproduced are innumerable pieces of correspondence that provide insights into the Jefferson personality. The present volume has been reproduced with an introduction by Dumis Malone.

SHIGEMITSU, MAMORU. *Japan and Her Destiny*. Dutton, 1958. 392p. \$6.00.

A late Foreign Minister of Japan has made a significant contribution to the history of Japan from the Manchurian Incident to the signing of the peace treaty on the Missouri, which reflects his close connection with his country's affairs and his deep understanding of the trends of opinion in the politico-diplomatic world.

STEPHENS, WILLIAM. *The Journal of William Stephens 1741-1743*. U. of Ga. Pr., 1958. 263p. \$5.00.

As agent of the Trustee of Georgia, Wm. Stephens came to America to study first hand conditions in Georgia. This volume is the first publication of a portion of the comprehensive journal he kept. Of great interest to the advanced student of colonial Georgia.

WATSON, SALLY. *To Build a Land*. Holt, 1957. 255p. \$3.50.

This fine book offers the early high-schooler an understanding of the growth of the state of Israel, shown through the sensitive portrayal of a group of young people in one of the "children's camps" who are intimately involved in the steps to the realization of a new land for the Jewish people. The book gratifyingly makes Israel a land of individuals, not just an ephemeral "state."

WEIR, RUTH CROMER. *John Paul Jones of the U.S. Navy*. Abingdon, 1958. 128p. \$1.75.

One of the biographies in the Makers of American series for young readers. The story of Jones' life is told up through the battle of the *Bonhomme Richard* and the *Serapis*. Interestingly written; illustrated in black and white.

WRIGHT, BENJAMIN FLETCHER. *Consensus and Continuity*. Boston Univ. Pr., 1958. 60p. \$3.00.

These three brilliant essays attempt to show that the constitution in 1787 was a liberal, not a reactionary document, a major step in the development of American democratic ideals. Through the controversial, the essays should be read by all who teach American government and history.

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*Automation, Its Meaning for Education Administration: A report of the Nat. Conf. of Profs. Bus. of Pub., Teachers College, 1957. \$1.50.*

BRUECKNER, LEO JOHN. *Improving the Arithmetic Program.* Appleton, 1957. 120p. \$1.25.

FUSAK, JOHN A. *Research Report on the Role of Physical Maturation in Determining the Ability of Junior High Boys to Perform Complex Finger Coordination Activities in Industrial Arts, and an Index to the Level of Ability.* Am. Technical Society, 1958. 81p. \$1.50.

Kentucky University Education Conference. *Bulletin, Vol. XXX, No. 3. Education in the Next Decade.* Ky. Univ., 1958. 93p. \$1.00.

LAYTON, WILBUR. *Counseling Use of the Stron Vocational Interest Blank.* Univ. of Minn. Pr., 1958. 40p. \$1.25. Minn. Studies in Student Personnel Work, #8.

PARODY, OVID. *The High School Principal and Staff Deal with Discipline.* Teachers College, 1958. 93p. \$1.25.

RIENOW, ROBERT. *American Problems Today.* 2nd ed. Heath, 1958. 714p. \$4.80.

ROWE, JOHN L. and others. *Gregg Typing*, 2nd ed. McGraw, Hill, 1958. 357p. \$3.48.

STARRATT, EDITH E. and others. *Our American Government Today.* Prentice Hall, 1958. 516p. \$4.48.

VANDER, WERF, LESTER S. *How to Evaluate Teachers and Teaching.* Rhinehart, 1958. 58p. \$1.00. Rhinehart Education Pamphlet.

## Text

FREEMAN, M. HERBERT and others. *Bookkeeping and Accounting.* McGraw, Hill, 1958. 2nd ed. 499p. \$3.48.

This is the second edition of an excellent textbook intended primarily for the secondary level. It is well-organized: all related topics are organized in units and all related units are developed and organized in parts.

SHUTE, WILLIAM G. and others. *Plane Geometry.* Am. Book Co., 1957. 407p. \$3.95.

This text presents a very clear-cut conventional treatment of the traditional program of geometry. There is a very brief historical (slightly incorrect) to the fact that there are non-Euclidean geometries.

WALLBANK, T. WALTER and FLETCHER, ARNOLD. *Living World History.* Scott, Foresman, 1958. 767p. \$4.88.

This is an effort to simplify Wallbank's high school textbook originally published in 1951. The material has been "written down." There are profuse illustrations and many study aids—so many that the basic text is now very thin, indeed.



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# PEABODY JOURNAL OF EDUCATION

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## *Editorial*

### Articulacy is a Major Virtue

Hanor A. Webb retired from his teaching assignment at Peabody in 1953. He was at that time the senior member of the Peabody family, lacking only one year of a half century of association with the college as student, alumnus, and instructor.

He was duly admitted to the society of humans on April 1, 1888, together with his brother, Alonzo C. A. C. grew up and achieved international fame in art. He now makes his home in Sussex, England. H. A. grew up and went into chemistry, of which more will be said a few lines later. He graduated from Fogg High School in 1904, and that autumn entered Peabody. Four years later he graduated, and *mirabile dictu* delivered the commencement address for his own graduation. That was because in his baccalaureate period articulacy was his main asset. He had won every student speaking contest, private and public, though he had lost a few to the teachers. He was for one season the substitute catcher on the Peabody second baseball team. His articulacy extended into the field of song, by reason of which the college echoes were re-organized. It was then that the piano became to him as an open book.

During the next year he taught science at the Georgia Military Academy. Accounts from there are meager except that he did have a spell of typhoid fever. He entered the University of Chicago in 1910 and the next year was awarded the M. S. degree, a major in chemistry and a minor in mineralogy. In 1912 he joined the faculty of the State Normal at Memphis, and so became the institution's first teacher of biology and chemistry. The valedictory speaker of the first graduating class, 1913, was Miss Willard Holmes Cummings of Trenton, Tennessee. Her articulacy appealed to him, and *vice versa*. So, in August,

1914, they were married. It was a consummation of the kind devoutly wished for. There are four children and seven grandchildren now scattered in various parts of the country. In 1917 he joined the Peabody faculty on a part-time basis. He taught the courses in chemistry, and studied for the doctorate which was awarded in 1920.

About 1925, he began the shift which gradually removed him from the more localized field of chemistry to the generalized area of science itself, particularly with reference to its appropriateness in the curricula of the secondary schools. He became a major interpreter of integrated science. He threw himself into this work with characteristic Webbian zeal. He lectured, he wrote textbooks, he edited science journals. His pen produced studies published in high places. For a quarter of a century he occupied many of the ranking offices in the science organizations. He exercised resounding articulacy in the forums. His memberships in the aristocracies of science were, and remain, impressive. His election as a Fellow of the American Association for the Advancement of Science in 1930 indicated that his was no mere local reputation.

It is now more than forty years since he joined the Peabody staff. He was a good teacher. He had scholarship and zeal, and if matters for the moment tended to become tedious he had an assortment of perfectly grand tricks to fall back upon. For instance, asking the students to keep careful notes and then writing on the blackboard two different formulas at the same time, one with each hand. By that time the class had returned to the present and he went on with the lesson. Or "Perhaps we should all speak a bit more softly. Mr. Shaw is sleeping." This may be said of H. A. Webb that he never failed to give the help he could to a student who needed it, with no thought of the effort it cost him.

About once a week he comes back to the campus, perhaps on some little item of business; perhaps to check through the latest books on science in the library; perhaps to provide nourishment for memory; perhaps just to visit. The sight of him, solid and erect, his abundant white hair flowing out from beneath the hat he is wearing, a sort of general average of the ones worn by Winston Churchill and Billy the Kid; his eyes, direct and searching and a little amused; all of which warms the inwards of an observing Peabodian's heart. If his walk seems more leisurely, it is probably because, in the true philosophy of retirement, he feels none of the former need to hurry.



# The Vanishing University Trustee\*

HERMAN LEE DONOVAN  
University of Kentucky

Since the establishment of the earliest colleges in America, both public and private, charters and statutory provisions have provided for boards of trustees or regents to determine and administer policies for the institutions of higher learning. In order to provide for the greatest amount of freedom in teaching, our founding fathers saw the necessity for independent governing bodies for institutions that were created to give instruction to the youth of our country. On the whole, the charters, body of laws, and, in a number of instances, state constitutions have given these governing boards very broad authority and have not encumbered their work by limiting their control over the colleges and universities.

Through statutory provisions Kentucky, like other states in the Union, early placed its institutions of higher education in the hands of boards of trustees or regents, and made it possible for these boards to act on their own best judgment with regard to the administration of these institutions. Only in recent years has there been a tendency to take away from governing boards their administrative authority, and to transfer to other State agencies one power after another. State agencies are chipping away the authority long exercised by the trustees of educational institutions, and the universities are slipping away from them. The issue is whether the trustees and the president administer the university, or someone else runs the university. Rapidly we are nearing the time when very little authority will reside in a board of trustees or regents, except by sufferance of those agencies that actually have control over many of the college activities. While the powers and duties of the trustees and regents are being eroded from time to time, the public is scarcely aware of what is taking place.

Trustees are generally appointed by the governor, but in a few states they are elected by the people. The length of their term is

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\* A section from Dr. Donovan's book *Keeping the University Free and Growing*, reprinted with the permission of the author and the publisher, *The University of Kentucky Press*.

usually longer than that of other state officials, four years being about the minimum term found in any state, and terms of six, eight, ten and even twelve years being not uncommon. Governors usually reappoint trustees when their terms expire. The office is not commonly regarded as political. A strong public sentiment has developed in this country that the trustee of a college or university should be free of any political entanglements, so that he should be completely independent in his deliberations as a member of its governing board. Boards of college trustees have been on the whole the most independent bodies to be found in our society. The subtle attack on their authority has been so stealthy that many trustees are not yet aware of what had happened to these boards. Unless this trend is reversed, the trustee will shortly discover that he is a figurehead with little control over the institution that he is supposed to guide and direct.

The "Executive Budget," promoted with great enthusiasm by the Council of State Governments, has done much to transfer the control of all state expenditures, including that of the public-supported institutions of higher education, from the boards or officials of these agencies to the chief executive. The legislative authority for the executive budget may be in conflict with laws that long ago gave the boards of control the authority to manage their own financial affairs. Often without formally repealing these long-established laws, budgetary administrative officers and agencies have moved in and taken complete control over all financial affairs of the state educational institutions.

Richard H. Plock, secretary of the Association of Governing Boards of State Universities and Allied Institutions, said in 1957:

These officers and agencies (State Comptrollers, State Personnel Directors, State Budget Directors, State Purchasing Agents, Pre-Auditors, State Building Authorities, State Boards of Public Works, and the like) have found the task so complicated that they have invariably had to delegate their authority to subordinates and clerks in their departments. Expenditures for public education have been subjected to the same rules as apply to expenditures for all departments of state government. Who, then, can be said to control education in such states? Is it the governing board having legal responsibility for doing so? Is it the administrative officers of the institution? Or is it actually a subordinate in a political department of the state government?

As a matter of fact, today in many states practical control of state universities is no longer under the direction of the president and his board of trustees, but is exercised by subordinates—second, third, or fourth assistant controllers, purchasing agents, budget directors—bright young men with little experience, but with abundance of confidence in their ability to direct the affairs of a complex institution of higher education.

Where is all this leading? Will it eventually lead to political control of state universities and state colleges by officers at the state capital, leaving presidents and trustees only ceremonial functions on public occasions? This is the way it is done in many countries of Europe. Are we willing to revert to that type of control for our public colleges and universities? It is an old adage that he who holds the purse string holds control within his hands. Probably most of our governors do not desire to control our educational institutions. Why should they? They are usually responsible for appointing members of the board of trustees. Can't they trust their own appointees with the management of the institutions?

In recent years a false doctrine has been spread that a state college or university is just another agency of the state and that its administration should be handled in the same manner as any other state agency. This is apparently the philosophy of the Council of State Governments. Those who propose such a false propaganda line are ignorant of the history and philosophy of higher education in the United States. Universities have never been "just another agency." From their origin in this country they have been different from political agencies of the state. They have been unique, designedly different from other agencies of the state. They are original, indigenous institutions, a product of American genius, made to fit the needs of a new kind of government. They represent the American way in education, providing for free institutions under the supervision of free men, who in turn understand that the only way to keep these institutions free is to have them divorced from political practices. Boards of control started with Harvard, and they have continued down to the present in public and private institutions of learning. Shall we in the United States overthrow more than three centuries of experience in controlling higher education by the device of boards of trustees or regents, and turn the management over

to third- and fourth-class assistants and clerks in a political department?

We are not challenging the integrity of these minor officials, but we do have grave apprehension as to their ability, experience, and wisdom in the administration of so complicated an organization as a state university.

Moreover, we are fearful of what will happen to these free institutions in time if they fall completely under the control of political departments that change their personnel with every upset in the hurly-burly of politics. The bureaucrats will not be satisfied with handling the finances of the universities; they will eventually reach out and take control over the personnel of these institutions. Elsewhere there already have been cases of interference in such vital matters as personnel management, the purchase of specialized supplies and equipment, publications, professional affiliations, and in the location and planning of buildings.

When I became President of the University of Kentucky, the University and the State colleges each prepared a budget which it presented to the Governor and the General Assembly. Representatives of each institution were invited to appear before the joint appropriations committee of the General Assembly and present their justifications for the requests. When the budget was passed, the University and each State college received a lump sum appropriated for the support of that institution for the biennium, including capital appropriations. The trustees and regents administered this budget, and through them, and them alone, each institution erected its own buildings, insured its buildings against fire and other hazards, purchased its own equipment, prepared its salary schedules within the limits of the statutory laws and the Constitution, appointed its professors and other staff members, and determined all matters of policy related to the institution.

By contrast, today the trustees or regents cannot present a budget directly to the Governor or to the legislature. It must submit its budget to the Department of Finance, where its requests may be changed or modified by those who frequently have little concept of the needs of the University. It cannot purchase a piece of equipment or a book for the library or food for its dining halls. It cannot enter into a contract; it has no voice in determining the amount of insurance to carry on its buildings; it cannot employ an architect and plan its build-



ings, or do many of the things which were its exclusive province. The boards cannot present directly to the General Assembly their needs for capital funds for the erection of buildings or the purchase of equipment. Neither are they permitted even to decide what buildings or what equipment is to be purchased.

Each effort to limit the independence of these boards it inevitably a move in the direction of controlling institutional policies and program. If a state does not delegate to boards of trustees the management of these public institutions within certain broad limits of power set out in the charter or in legislation, then it has no reason to justify the establishment of boards of trustees.

The people of this country have very wisely recognized that the best protection for an institution of higher learning is to place it under the control of a board of liberal-minded, public-spirited, well-qualified citizens, and permit them to operate free of any political control. If there is an infringement of this principle, sooner or later there will come into power an administration that will take away from the professor his freedom to teach the truth as he sees it and to carry on independent research. This control can be very subtly exercised when the professor's salary may be fixed by a director of personnel who has no responsibility for, or connection with, a public college or university, and who may also be a political appointee.

I therefore earnestly appeal to the trustees everywhere, and to the people at large, to exercise their influence to halt this creeping paralysis that will sooner or later destroy the freedom of our institutions of higher education.

# In Behalf of Student Teachers

**RICHARD L. WARREN**  
**Indian Springs School**  
**Helena, Alabama**

As the last student left the classroom, the young man behind the desk flopped into a chair, an expression of real or at least strongly imagined exhaustion on his face. The nervousness which had accumulated in anticipation of this hour in his life had not completely drained itself. There continued to eddy through his mind a multitude of concerns about how the hour had gone and whether or not he had accomplished all he had resolved he would. He began to wonder if this were the vocation for him, if he would be happy in it five, twenty years from now. He wondered what his first employer would think of his work, what the calibre of his associates would be. He had many unanswered questions.

Rare is the student teacher who doesn't share such an experience when he is first given complete responsibility for a class. The drama that attends the inauguration of many careers may seem to be absent but not for the student teacher. That first hour, those first few days, constitute a sobering, emotional experience—one, therefore, which can be a highly significant point in a budding teaching career.

But the early stages of a teaching career do not get the attention they deserve. Their import to the whole educational process is apparently lost in the welter of problems confronting professional educators and the general public today. The crisis of our age understandably calls for a comprehensive examination of curriculum content, building programs, teachers' salaries and other problems. But midst them all stands the teacher, the keystone in the educational arch. It is the calibre of his teaching which is central to the many educational issues of the day.

Good teachers are not poured from the same mould. They come out of many different environments, are possessed of many different personality patterns and approach their work in many different ways. But at the heart of good teaching, whatever form it may take, is the attitude the teacher has toward his job and his profession—the extent to which there is a sense of dedication, the commitment to high standards of per-

formance, the very awe felt toward the tremendous responsibilities of the profession.

This basic attitude with its many facets is, of course, fundamental to creative, successful work in any profession. As it comes to life, it becomes a reservoir out of which flows the works of man. The point in an individual's career when this reservoir of creativity is first tapped varies with the profession. In teaching, the "tapping" process really begins when the prospective teacher is sufficiently committed to the profession to engage in an apprenticeship in the form of student teaching. So those individuals, agencies and institutions which stand as barriers, in a sense, between the student teacher and the successful completion of his apprenticeship have sobering responsibilities. Theirs is the obligation to bring to focus this attitude toward the profession and to help insure its maturity.

To emphasize the crucial role they play in the professional growth of a student teacher is not to ignore the primary responsibility of the individual for his professional development. Within each prospective teacher lies the answer to the question how good a teacher he will be. Nor is it to ignore the significance of all the other factors which in the course of the growing, maturing process contribute to the development of particular attitudes toward life, people and one's vocation. The home, the school and the community are very decisive in shaping basic attitudes. But the professional growth potential in the student teaching situation is a dynamic one, hence the significance of the intellectual climate created for a student teacher.

A multiplicity of concerns crowds the mind of the student teacher as he contemplates the initial testing period in his professional career. They center on the simple question, "Will I succeed?" But there are many shades to the question. What teaching standards does the school have where I am going to do my practice teaching? Will its principal be actively concerned with the calibre of my work? What standards will my critic teacher set before me, and what effect will I have on this group of students? Above all, what will the supervisor of student teachers conclude about my potentiality as a teacher? What estimate of my teaching ability will he record?

If, at this point, there is deep concern on the part of the student

teacher about the standards imposed on his professional beginning, then the ingredients for vital, substantial growth are present. Furthermore, the student teacher rather expects to be challenged by the experience. He assumes his performance will be subjected to critical examination, and he will very likely be at least unconsciously disappointed if such does not happen. What kind of experience, one may ask, will the student teacher be likely to have, and, if it does not approximate the ideal, what might be done to achieve that goal?

The vitality of the experience depends largely on the interaction between the student teacher and particular individuals who are responsible for the calibre of his teaching. While the student teacher will in the course of his college career have gathered many ideas from books, lectures and demonstrations, the ideas which will come most to life will be those advanced by the people who have cause to evaluate his work. I refer to the principal of the school, the critic teacher and the supervisor of student teaching.

Each has an important role to play in the career of the student teacher; each, however, is often limited in the opportunities to provide professional guidance. The principal of the school will probably have to settle for a cursory acquaintance with the student teacher. He may through personal conference and faculty meetings try to get across a point of view, but he is generally too involved in the daily routine of school and the in-service training of his regular teachers to provide much help.

The classroom teacher—the critic teacher—can be of immeasurable assistance to the professional growth of the student teacher. But, if the critic teacher is not a master teacher, then the teaching example he provides has little value. And, even if the critic teacher is moved to offer guidance and stimulation, his own professional obligations restrict his opportunities to do so. He undoubtedly has a full pupil load and the usual extra-curricular duties to which he owes first allegiance.

The primary responsibility falls to the supervisor of student teaching and logically so. He is the student teacher's "professor"; he will do the summing up, make the final evaluation. But he, too, may be deplorably limited in the time he can give to each student teacher. His own academic load is often such as to make the supervision of student teaching a secondary obligation.



In a particular historical context Martin Luther voiced those dramatic words "Here I Stand" and defied the authorities to silence him. In a different sense here stands the student teacher, not defiant but inquisitive, receptive to the ideas of the authorities with whom he works. What shall be done with and for him? What conditions will provide him the most invigorating experience?

He should, of course, be relatively free of other commitments. Otherwise he will begin his teaching career with inadequate preparation and a feeling that student teaching is not too important. But the most consequential element in the whole experience is evaluation. From the time the student teacher enters the classroom he should be immersed in the process of evaluation. In individual conference or group discussion he should be stimulated, first of all, to discover, understand and probe the rationale and approach the critic teacher brings to bear in the classroom.

As the student teacher develops a unit of work and begins to assume more responsibility in the classroom, the need for evaluation snowballs. The supervisor needs to be forever pushing him to examine the observable results of his teaching and encouraging him to evolve a logical rationale for his own approach. Whatever else accrues to him from this experience, he should be more fully equipped with some firm convictions about what constitutes good teaching. The supervisor can be an active catalyst in the development of such convictions.

If energetic, professional leadership is provided the student teacher, he can enjoy a most productive experience. But what is said in his behalf should also be said to him—he must feed into this experience the raw material out of which will come a sensitive, effective teacher.

# The Jastak Test

**LORENA B. STRETCH**  
Baylor University

If there ever were a time when all eyes in the United States are on the public schools, it is now. Also if there ever were a time when the schools are doing their best to meet pupil needs, it is now. The public is demanding much of the present day teachers. Emphasis is placed on the right type of education for the "gifted pupil." Yet all pupils should receive the "right type of education." How can the teachers guide and direct pupils in effective learning situations, unless the teachers know the pupils and are able to identify their types.

The identification of pupil qualities and traits should no longer be an impossible task since there are now available test materials which will prove of inestimable value to those teachers who have under their guidance pupils in the age range from eleven and one-half years to fourteen and one-half years. These tests have been standardized on something in excess of 8500 pupils in the United States within these age ranges for the purpose of assisting teachers in obtaining a better understanding of their pupils.

In the summer of 1958 Dr. J. F. Jastak, owner and director of the Educational and Vocational Guidance Center in Wilmington, Delaware, released through the Educational Test Bureau of Minneapolis, Minnesota, the Jastak Test of Potential Ability and Behavior Stability. This test purports to explain, define, and delimit the significance of the I. Q. and to measure the non-intellectual factors of personality together with the intellectual. It also purports to provide guidance based on personality functioning.

Due to the wide recognition the test is receiving, seven professors (R. E. Biles, W. R. Dawson, F. J. Francisco, B. M. Hanna, C. G. Strickland, H. V. Williams, and Lorena B. Stretch) of the Baylor University School of Education decided to administer this test to an adequate number of junior high school pupils and make a scientific study of the test results. These professors were concerned to know whether such test

results would prove of value to teachers who direct the boys and girls within these age ranges in the public schools.

The administrative forces of the La Vega Public School, Bellmead, Texas co-operated in this study. The test was administered to 275 pupils (138 were in the seventh grade and 137 were in the eighth grade) on Dec. 2, 1958. After all scoring of the tests, a study of test results began.

This study proved most revealing in that this Scale of Psychometric Tests is composed of ten individual sub-tests. These sub-tests are: (1) Coding which is a modification of the substitution test first used by the U. S. Army in World War I; (2) Picture Reasoning with each picture representing a general idea or concept; (3) Arithmetic which is a straight computation test, requiring a certain background in the primary arithmetical processes; (4) Vocabulary, a two part picture vocabulary test, a test of reading and comprehension as applied to pictorial material; (5) Space series which involve reflective thinking in a medium of abstract spatial figures and notations; (6) Social concepts which deal with some form of human action, relation, attitude, and convention; (7) Verbal reasoning, a test of verbal analogies and opposites of words in common daily use; (8) Number series, consisting of rows of numbers arranged according to some order; (9) Space completion, a test of arranging parts of geometric figures to form the original stimulus figure; (10) Spelling fifty words dictated, chosen because of the relationship to reading and of its value as a manual performance.

The test results furnish the usual I. Q. as well as other meaningful functional components. Such results show individual independent and objective measures of pupil traits which are factors in potential capacity, motivation, reality perception, psychomotor efficiency, and language development.

The results of the responses of each pupil may be pictured by a circular graph. The personality adjustment of the pupil is indicated by the roundness of the circle. The shaded areas within the circle represent learning problems and behavior irregularities. The size of the profile within the circle indicates the degree of intelligence of the pupil. The graph is conceived in such a way as to impart to the teacher information concerning the main behavior characteristics and learning problems of the pupils. The right of the graph represents the verbal communication skills, cultural assimilation, and academic orientation.

The bottom part of the graph indicates the pupil's perceptions of himself, of others, and of inanimate phases of reality. The left side of the graphs represents the pupil's motor and muscular adaptations which have a bearing on judgment and reasoning in terms of size, height, weight, direction, position, distance, and other space relations. The top part relates to the pupil's volitional strength, his self motivated effort, frustration tolerance, and effective aspiration level.

This circular graph also serves as a means of interpreting the significance of the traits measured, such as: their relationships to imagination, creativeness, aggressiveness, timidity, self-expression, day-dreaming, guilt feelings, self-acceptance, reading disability, behavior maladjustments, delinquency, homework, manual-mindedness, bookishness, scientific aptitude, and art.

After a study of test results the college professors met with the public school teachers who instruct these 275 pupils in grades seven and eight to discuss the meaning, significance, and use of such results. All 275 test booklets were before this group of teachers. Each teacher selected the booklets for that group of pupils under his direction and guidance.

Full explanations of test results and of the circular graphs were made by the professors who administered and scored the test booklets. Careful interpretations as to the use of the tests results in guiding and directing pupils were made. The chief emphasis up to the present date has been on the use of the test as a means of giving the teacher a better understanding of the pupils and their reactions. As to yet very little emphasis has been placed on the use of test results, solely as the instrument of guidance. Yet the use of test results from the guidance point of view will be discussed later.

The college professors, after treating test results in a statistical manner, made a comparison of the tables which were constructed from the data they obtained with those data shown in the Part IV, the Statistical Appendix of the Manual. It was somewhat surprising to note the congruency in the tables which they had constructed with those tables given in the manual. All tables given in the manual were separate for boys and girls. Likewise the tables constructed by the professors were separate. Of the 275 pupils taking the test, 130 were girls and 145 were boys. The girls were evenly divided in the two grades, there being 65



in each grade. The boys were as evenly divided as possible, there being 72 in grade seven and 73 in grade eight.

This is the first and only experience these professors of education have had with the Jastak test. They feel, however, that the group tested and the results obtained justify them in stating that it seems to be the best all inclusive test for diagnostic and guidance purposes up to date. It also seems the best test for giving the teacher a complete profile of pupil characteristics and traits. In reality, the test does all that it purports to do.

# Pitfalls in the Communications Approach to Freshman English

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Most people are aware of a new approach to the freshman English course which has been gaining ground for the past ten years. It has revealed itself primarily by the change in name from "freshman English" to "Communications." In this article I should like to enter a *caveat* against three growing abuses in this new method. However, I would not like to be interpreted as condemning it wholesale. The abuses, as I see them, stem from the method itself, and it is therefore necessary to describe it, at least in part.

"Communications," with its empirical, linguistic emphasis, evolved from the valid desire to teach students how to live together in well adjusted social harmony. To this end, many of the disciplines of grammar and rhetoric have been all but discarded. We have decided that it is pointless to force students to say *It is I* and *Whom* (not *Who*) *should I ask?* and *I shall* (not *will*) *see you tomorrow*. Instead, we have installed a linguistic approach which holds that to teach the old rules is to ignore the way language is really spoken; and to ignore this is for the teacher to repudiate his social responsibility.

After all, language is the most social of all our natural endowments. And it happens that the old rules of absolutistic grammar comprise a synthetic, not a natural, discipline: they are a product of the cloister and the ivory tower, not of the market-place. Therefore, we unfit our students for social living when we drill into them rules for a language that nobody actually uses.

For these and other reasons, great enthusiasm has been generated for the Communications approach, and its ideology is gaining ground. Many colleges which only a few years ago were uncompromising adherents of the composition course, in which only writing was taught,

have joined the Communications bandwagon. Others, in deference to the movement, have fused the elementary speech course with the old freshman writing course. Certainly, hardly a college can be found today which has not been touched by this trend to make freshman English more sociable and its teaching more empirical and scientific.

But there is, still remaining, a large contingent of critics who are putting up stout resistance. Indeed, whole English and language divisions—which often comprise the largest and most influential department on a campus—are firmly against giving any ground at all to the Communications movement. Some elements in the resistance are, of course, discreditable: there are always those who fervently oppose a new regime merely because they are too lazy to adjust themselves to it. To these, it is distasteful not merely to learn new textbooks and new methods, but also to alter life-long attitudes toward the course. We have seen fads come and go, they say, and this one will pass like those before it.

These objections, however, do not bear on the merits in the case. More serious, and more damaging, are the indictments against the linguists, and through them against the Communications teachers, by those who accuse them of being unconcerned about the welfare of the language. In their enthusiasm for the statistical and scientific analysis of the way language is used, they are no longer concerning themselves with “correct” English and its teaching. When asked if a given locution is right or wrong, they either disqualify the question, or they assert that since 80% (or whatever) of the population uses the locution, it is “standard.”

Indeed, in a very important sense, it is true that nothing is “correct” or “incorrect” in language, and the linguists are only honest in saying so. This fact, certainly, is a cornerstone of the Communications emphasis which cannot crumble. Language is merely the history of how its users have created and changed its symbols. To say that one locution (*It is I*) is more “correct” than another (*It is me*) is as false as to say that a plant which grows in a hothouse is more “correct” than one which does not. Statistical analysis can measure its properties, but “correctness” has no bearing on the matter.

However, in the case of language, perhaps *utility* does have such a bearing. And when the Communications teacher ignores function and

even logic in his zeal for the linguistic emphasis, I think the charges against him become validated. It is true that prescriptive grammar also tended to disregard these aspects of English. (Witness, to take only two infinitives, the now respectable disregard of the logical directional implications in the idioms: *to back up*, *to break up*; *to back down*, *to break down*.) However, just because the grammarians allowed the fault to be committed does not justify the linguists; two wrongs do not make a right. Moreover, utility in a vital idiomatic language like English can afford to ignore logic, as in the case above. The truth is that the grammarians could not stop the language from becoming illogical and chaotic any more than the linguists can. But they certainly made an impressive effort to give it form and reason, to eliminate fuzziness. (*Try and do this* is one of the ambiguous idioms which slipped by the grammarians.) Without this effort, this pedagogical discipline, there is no limit to the logical and formal enormities which might have evolved in our language.

It is precisely because the linguist has relinquished this discipline that the Communications teacher who adopts linguistic methods is accused of not caring about the welfare of the language.

Moreover, teaching effective communication is more difficult for the linguist than it was for the grammarian, because the linguist may not *prescribe*; he may only *describe*. Hence is derived another pitfall in the Communications approach: its adherents are accused of betraying their trust as teachers. Indeed, when the teacher is divested of his authority—as is the case when he must merely count, classify, and analyze locutions—he cannot pretend to teach. Thus, the critics of this movement see their authority over the development of the language, and hence their reputations as teachers, threatened.

Another focal point for criticism has already been hinted at. In some cases the Communications course has become a catch-all for irrelevant studies. Thus, what used to be merely a writing course may now contain also not only speech, but units on orientation to college, instruction in etiquette, vocational guidance, and even aptitude tests for occupations. A colleague once told me, in this regard, about an embarrassing question one of her students asked her: “Why do the sociology and psychology departments so dislike the English department?” She could only point out that the question was loaded; but she told me that



she felt its justice all the same. Spread so thin, this social instruction by the English department might easily seem a bit contemptible to specialists in sociology. After all, it is hard enough to teach people effective communication, and we should not water the course down to the point where so many things are attempted that nothing can be accomplished.

The pitfalls in the Communications approach are, then: (1) Possible deterioration of the language; (2) Abdication of the authority that goes with being a teacher; (3) Dissipation of teaching effectiveness by focusing on too many subjects, doing justice to none. If the Communications movement can steer clear of these pitfalls, it should serve our students nobly.



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# The Beginning Teacher and the Beginning of Discipline

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There are a number of factors which should not be ignored when considering the problem of classroom control or "discipline," the more common term. We sometimes forget that the structure and purposes of the classroom force upon the child a primary role of a learner in and of a culture. Although the classroom is but a "sub-culture" of the child's total culture it is a unique sub-culture in that it has, in terms of the child as a learner, a function of interpretation and indoctrination of the total culture. To the child the teacher is generally perceived as a representative of this larger culture; a superordinated, prestigious person who can provide cues, which if learned, guide the student in making the necessary adjustments required for acceptance by his culture.

Consequently, the normal expectancy of the child is that his teacher will provide him directly or indirectly with the "right" behavior patterns, so that he may become an accepted member of his culture.

With some beginning teachers, this does not always happen. Unfortunately, the so-called "mental hygiene" approach to teaching sometimes becomes confused, distorted, or perhaps not really understood in the minds of many beginning teachers. As a result, they feel guilty having to establish rules of behavior, and are anxious lest they do something which might endanger the child's ego, which to them seems peculiarly fragile.

These teachers frequently adopt either a laissez-faire approach or are extremely permissive in the kind of student behavior they allow in their classrooms. Insecurity and confusion can result.

What actually happens then, from a mental hygiene point of view, is far more undesirable than if the teachers established reasonable rules, and expected them to be carried out.

One of the things that the child in his role of "cultural explorer"

seeks to discover are the limits of pupil behavior. When he finds these limits, he gains mental and emotional security from knowing what is expected. He now knows "the rules of the game." When, at the beginning of the school year it is left with the child to seek out for himself limits of behavior, the child is placed in a position of stress and tension, which he must endure until he has resolved the problem. In the process of continually testing to discover the limits, the child's behavior often aggravates whatever control problems previously existed in the classroom. Essentially, what the child is trying to do at this time is to find out how much the teacher will or will not allow. If the teacher has not informed him in one way or another as to what he can or cannot do, the only way remaining for the child to find out is to experimentally see what the teacher will or will not take. And if the teacher continues to hesitate to set limits, limits are never discovered by the pupils. What frequently results is chaos in the classroom.

If the teacher is to be perceived by the child as a prestigious person, one who is worthy of imitation, one whose values are worth internalizing, the teacher must be mentally *and* emotionally prepared to accept a role of authority. This is especially true at the beginning of the school year, for this is the time when the child is vigorously attempting to find out what he can do and what he cannot do. It is the obligation of the teacher to "teach" the child these things. The teacher must set the limits, for by so doing, she provides an emotional climate, free from the insecurity of not knowing.

It is in *this* climate that the teacher may then turn to a more positive approach toward the problem of discipline. Now is the time to begin encouraging the child to develop self-discipline. Much has been said about this concept, and this has been well and justifiably stated. It is not the purpose of this article to examine the concept of self-discipline; suffice to say, it should be the goal of every classroom teacher. What should be pointed out, however, is that much learning occurs as a result of imitation or identification with a superordinated or prestigious person. In the classroom the teacher can be this person.

If the teacher's values are to be internalized by the child, she must be perceived as a prestigious person. If she is not willing to assume the authority that the child expects she should assume—this based on his previous experience either in school or in his family—she will not be

perceived as a superordinated, prestigious person. She thus erects obstacles in the pathway to the goal of self-discipline for her pupils; this is a goal which, as has been stated, should be one of her values. The pupil must internalize this value before corresponding behavior can be expected. Internalization will not take place unless the child sees his teacher as a model worthy of imitation or identification, as a prestigious, secure, and superordinated person.

What we are actually dealing with here is the problem of readiness. There is a readiness for learning self-discipline just as there is a reading readiness and arithmetic readiness. If we desire the child to develop the ability for self-discipline and to utilize this ability in what we term "democratic living" in the classroom, we must structure conditions which provide the optimal potentialities for developing this ability.

This implies a need in the beginning of the school year for a classroom climate where the teacher clearly establishes the limits of pupil behavior. To not do this is to create a condition which requires much more energy to salvage than that which would have been required in accepting the professional responsibility of the teacher of children.

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# An Analysis of the Graduate Record Examinations for Doctoral Majors in Education

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Prediction of success in graduate school is a continuing process. Many studies (1, 2, 4, 5, 6, 7) of prediction of success in graduate schools have used as part of their criterion standardized tests for graduate students such as the *Graduate Record Examinations* (GRE) and the *Miller Analogies Test* (MAT). The findings are not encouraging. It appears that the Advanced Education Test of the GRE is the best single predictor for graduate majors in education (1). The question arises as to the usefulness of all tests of the GRE as an indicator of success in education at the doctoral level.

Since January 1954, the College of Education at the University of Oklahoma has administered the Aptitude Test of the GRE to its graduate students after one year of graduate study. The results of this examination are reported in terms of quantitative ability scores (Q) and verbal ability scores (V). In addition to other factors, these scores are used in determining whether a student should continue his graduate work. After a student has received a semester or more of graduate education courses above the master's degree, approximately 16 semester hours and in some cases between 30 and 40 semester hours, he is given the GRE-Advanced Education Test. At approximately the same time a doctoral qualifying essay examination is administered.

This examination is essentially an attempt to estimate the student's ability in expressing himself in writing. It consists of Part I, a problem, and Part II, an issue, which is prepared by the graduate faculty in education. The two parts of the examination are rated separately by three graduate faculty members according to a standard of five criteria: (a) Evidence of straight, clear, logical thinking, (b) Appropriate plan for each discussion with adequate definition and delimitation, (c)

Proper emphasis and sequence within each discussion, (d) Correct and effective vocabulary for each discussion, and (e) Correct and effective form, including such things as spelling, capitalization, punctuation, sentence structure, headings, and margins. The ratings range from 1 (very poor) to 5 (excellent) which can yield a minimum total score of 10 to a maximum total score of 50. The ratings of the three faculty members are averaged to obtain the student's essay examination score (DQE).

The data reported here are based on GRE scaled scores and DQE scores of graduate majors in education from January, 1954, through July, 1958. Table 1 lists the number of subjects, means and standard deviations for the GRE-Q, GRE-V, GRE-Advanced Education, and DQE scores.

Table 1  
Number, Mean, and SD of GRE and DQE Scores

Scores	Local Norms			ETS	Norms (1st Yr. Grad.) *	
	N	Mean	SD		Mean	SD
GRE-Q	272	483	93.8	3410	466	98
GRE-V	272	466	86.0	3410	474	105
GRE-Adv. Educ.	78	561	77.2	1936	433	107
DQE	55	35	4.7			

\* See reference (10)

When the mean scores of this local group are compared to national norms there is no appreciable difference with respect to verbal ability. The mean score on the GRE-Q is 17 points higher and on the GRE-Advanced Education 128 points higher in favor of the local group. In both cases these differences yield a critical ratio of 2.87 and 56.64, respectively which are statistically significant beyond the .05 level of confidence. The extreme mean difference on the GRE-Advanced Education may be accounted for by the inclusion of scores for those students who have more than 16 semester hours of graduate credit beyond the master's degree.

Table 2 lists the product-moment correlation coefficients between the GRE scores and the DQE score. The high correlations between the

Table 2

Intercorrelations of GRE and DQE Scores  
for Graduate Majors in Education

	GRE-Q	GRE-V	GRE-Adv. Educ.	DQE
GRE-Q		.48*	.60*	.06
GRE-V			.90*	.11
GRE-Adv. Educ.				— .003
DQE				

\* Significant beyond the .05 level.

quantitative and verbal abilities and the Advanced Education scores indicate a rather stable measure of some underlying trait, perhaps cognitive potential. This is probably due to the homogeneity of the group tested. The very high correlation,  $r = .90$ , between the verbal scale and Advanced Education test suggests that the two tests are measuring similar abilities, in this case it seems reasonable to assume that the ability is either verbal or educational; verbal.

The non-significant correlation coefficients between GRE and DQE scores indicate little or no overlapping and suggest that the tests are measuring different abilities in spite of the homogeneous group or that the DQE scores are not good indicators of the subjects' performance. This could be due to the inadequacy and unreliability of the ratings of the essay examinations by the graduate faculty. However, since the GRE is comprised of paper-and-pencil multiple-choice items and the DQE calls for the student to express his thoughts in writing, it is conceivable that these findings agree with reasonable expectation.

Considering the nature of the means and correlation coefficients for the entire group it would not be surprising to find that some of the same factors might have an influence when the group is separated. The subjects were divided as to successful and unsuccessful graduate students. A successful student is defined here as one who has received the doctoral degree and the unsuccessful student is one who has not enrolled in course work within the past two years or who has voluntarily dropped. The present active students were eliminated. Since some test scores were unavailable for the successful and unsuccessful students it was necessary to further eliminate several subjects. This resulted in a very small number. Table 3 lists the number, means and standard

Table 3  
Number, Mean, and SD of GRE and DQE Scores  
for Successful and Non-successful  
Graduate Students

	Successful			Non-successful		
	N	Mean	SD	N	Mean	SD
GRE-Q	12	490.83	82.42	13	481.54	73.14
GRE-V	12	536.67	71.54	13	469.23	74.67
GRE-Adv. Educ.	12	612.50	68.20	13	543.08	90.31
DQE	9	33.89	4.37	8	31.75	3.70

deviations for this select group. Tests of significance of difference as revealed in Table 4 show that the means of the successful group differed

Table 4  
Comparison of Mean Scores on the GRE and DQE  
for Successful and Non-successful Graduate Students

	Mean Diff.	SE Diff.	t-ratio	P
GRE-Q	9.29	32.42	0.29	> .05
GRE-V	67.44	30.52	2.21	< .05
GRE-Adv. Educ.	69.42	33.55	2.07	< .05
DQE	2.14	1.15	1.86	> .05

significantly at the .05 level of confidence from the means of the non-successful group on the GRE-V and GRE-Advanced Education examinations. The highly significant relationship between these examinations would account for both of the tests to yield significant mean differences, i.e., if one examination would show significant differences between the means for the successful and nonsuccessful groups the same would be expected for the other test. The evidence suggests that the abilities measured by the GRE-V and GRE-Advanced Education are important to the completion of a doctoral degree in education.

Because of the small N and because no assumptions need be made regarding the distributions, a nonparametric technique was used in an effort to test the significance of the difference between these same means.



In ranking the data and applying Festinger's *d* test (3) the following results were obtained:

	<i>d</i>	P*
GRE-Q	0.58	> .05
GRE-V	2.69	> .05
GRE-Adv. Educ.	3.54	< .05
DQE	0.81	> .05

\**d* Values for the .05 level of confidence for  
12 by 13 cases = 3.00; for 8 by 9 cases  
= 2.62.

In this case the only significant difference between the groups was on the GRE-Advanced Education examination. The same examination yielded a significant difference when the t-ratio was used. While the GRE-V mean difference showed a significant t-ratio, Festinger's *d* did not bear this out, although the trend in results approximated significance. It should be noted that in all cases the greater mean was in favor of the successful student.

The value of *S* in Kendall's rank correlations (9) were computed for the select groups between each of the variables of the GRE and DQE scores, between each of these variables and master degrees received at the University of Oklahoma, and between each of these variables and thesis written for partial fulfillment for the master's degree. From the possible 28 combinations only two significant *S* values were obtained. An *S* = 21 was obtained for the rank correlation of GRE-Q scores and GRE-Advanced scores for the successful group. Since the sampling distributions of *S* and Tau are identical in terms of probability, it can be concluded that Tau is significantly different from zero between .012 and .022 level of confidence. The other significant value, *S* = 20 with a probability .0071, occurred between the GRE-V scores and GRE-Advanced Education scores for the nonsuccessful group. The probability of obtaining at least two *S* values significant at the .05 level from 28 calculated *S* values is approximately .40, which means that this is but a chance occurrence (8). In view of the high correlations found

between the GRE variables at the outset of this paper and the fact that chance or no relationship was found between these same variables here suggests that the samples could be inadequate or that the technique is not efficient. With no relationship between the GRE and DQE scores when correlated with master degrees obtained at the University of Oklahoma and with a thesis included as part of the master's program suggest that these two variables are of little or no importance as a criteria in evaluating doctoral students in education.

### Results and Discussions

1. The GRE-Quantitative and GRE-Advanced Education mean scores of graduate students in education at the University of Oklahoma were significantly higher than the national mean scores for the first-year graduate students.

2. There is a significantly high positive relationship between the GRE Aptitude Test scores and the GRE-Advanced Education scores.

3. Successful graduate students yielded a significantly higher mean score than unsuccessful graduate students on GRE-Verbal and GRE-Advanced Education.

4. Only chance or no relationship resulted when the GRE and DQE variables were correlated with master degrees obtained at this university and with thesis written as part of the requirement for the master's degree.

The results of the analysis of the GRE indicate that the use of only the Advanced Education Test would be sufficient for a measure of what the graduate student in education will do. Also, the successful graduate student possesses a greater verbal ability than the unsuccessful student as measured by the GRE. However, it should be emphasized that this conclusion be treated with caution since the groups are highly selected and extremely small. Replication and larger samples are necessary for more definite conclusions as to the effectiveness of the GRE in discriminating between the successful and unsuccessful students.

Again, it should be stated that a criteria of success at the graduate level is needed. The indicants of scholastic and professional competence, personality characteristics, interest patterns, and goals of students

seeking advanced degrees in education should be determined. These are essential in determining a criteria and a criteria must be determined before it can be predicted. Perhaps it would be advantageous to distinguish between, *immediate*, *intermediate*, and *ultimate criteria* also (10). Only with a sound criteria will we be able to predict success.

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# Needed—A Clayton Act for Students

ROBERT M. BJORK

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Woodrow Wilson and the Democratic party came into office in the election of 1912 promising a "New Freedom" to the American people. This was to be a freedom from a philosophy which reduced all things, human and inhuman, to commerce.

To create this "New Freedom" the Democrats and Wilson pushed through significant legislation from 1913 through 1916: the Federal Reserve Act, the Federal Trade Commission Act, the Keating-Owen Child Labor Law, and the Clayton Act. It was one of the intentions of the Clayton Act to remove laboring people from the category, "articles of commerce," and thus to remove the organizations of laboring people from the restraint of trade provisions of the anti-trust laws. In Section Six of the Clayton Act we read "that the labor of a human being is not a commodity or article of commerce." We still talk sometimes about labor as if it were something other than human, but at least the Federal Government has put in its caveat.

However, for students, not even a gesture has been made. In speech after speech we hear about the educational "product"; in article after article, authors analyze the quality and quantity of the educational "product." A newspaper article of a few weeks back quoted an observer of the present scene as saying: "If this trend continues, in 15 to 20 years you can see that we will have in college—inadequately trained teachers turning out inadequately trained products."<sup>1</sup> No doubt many of the people who use this term are full of human sympathy and mean no harm to students, even as the old-time employer of children was able to convince himself and others that the words "useful and productive activity" was an adequate synonym for "child labor."

To be sure, the economist talks about the supply of and demand for labor." However, he is using the word "labor" as a hypothetical model of reality. For the economic scientist to treat labor as a thing to be

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<sup>1</sup> *Nashville Tennessean*, Monday, November 25, 1957, p. 6.



analyzed is as scientifically defensible as looking at man as an organism, as the biologist does, or as a collection of atoms and molecules, as the physicist does. However, the biologist does not look on his students or his children or his wife as organisms, nor does he call them organisms in letters, speeches, or everyday conversation; nor does the physicist think of humans always as complex systems of molecules. Perhaps the observer of the educational scene, when he habitually uses the word “product” for “students” or “graduates,” feels he is also being scientific. But the economist, the biologist, and physicist have a definite, disinterested, theoretical model which needs clarifying in the interests of knowledge for its own sake; the usual use of the words, “educational product,” is in propagandistic or policy documents where science is not the object.

The persons who continually use the term “product” to talk about students are betraying an attitude toward life which is extremely materialistic, and they are engaged in a vulgarization of the science of economics and its terminology.

Perhaps it is silly to quibble about whether it is proper to use the term “product” for “students” and/or “graduates,” but I still would like a Clayton Act for students. Unless the students get this needed legislation, then the next things we might be hearing in our culture will be: “Was your blessed event a male ‘product’ or a female ‘product’?”

# Memories Are Made of This

GLEN C. CLUTE

Ballwin, Mo.

I am still a wee bit sleepy-eyed when I try to awaken to the fact that more than twenty years have ticked away minute after minute since I was a scholar in a one-room school. I am confident that you will want to join me as we undertake to recall some of the events which took place at that time. I wonder how many are still characteristic of our schools today.

Let's see, as we stroll side by side down the well-worn pathway to the school, just what remains of it. Beside the steps leading up to the grounds I want you to notice that tall, spreading maple. It was but a small sprout when it was ceremoniously planted there. I well recollect that Arbor Day when it was planted and I so reluctantly recited "I think that I shall never see . . ." and so on down to "Poems are made by fools like me, But only God can make a tree." The next evening after school was more adventuresome for me, as I cautiously bent the sapling over and stripped every leaf from its three small boughs. Apparently that was insufficient revenge, for the top set of initials within a heart near the fork of the tree are mine which I carefully carved there a few years later. The other set of initials—well, they belong to a childhood sweetheart I had at the time.

The few rickety steps into the building were somewhat more sturdy when we jumped and played on them years ago. Nevertheless, we can enter by being careful. There is the same little cloakroom where coats, stocking caps, and overshoes were stored when not in use. The dilapidated cabinet on the opposite side served as a convenient storage place for our lunches. I say convenient, because it was not only convenient for the students, but even more so for hungry mice. It was not with any great enthusiasm that I would leave my lunch there daily, but rules were rules!

Ah, the familiar sight of uncomfortable desks, still neatly arranged in rows! Without looking around too much, I could probably pick out

the one where I sat. Yes, there it is! I can easily recognize it by the same emblem as that carved in the tree. Alongside it are several more pairs of initials probably engraved by other mischievous boys. In the back of the room is still the teacher's chair and her desk. Undoubtedly it has been occupied by several frustrated old maids during these long years. The low wooden bench against the wall by the teacher's desk was used for the various classes to squirm on while they recited their lessons. Was any innocent student not prepared to recite? The teacher would invariably snatch the paddle from the top desk drawer and march the victim by the shirt collar to the cloak room to be given a few hard swats where brains are not. I understand this is now called "persuading the whole child."

As we walk to the opposite end of the room, we can get a better look at what goes on behind the curtains. The purpose of the closed curtains was, of course, to keep an audience anxiously waiting past the scheduled time for all the little Jacks and Jills to do their best at some grand school closing. Finally, when the George Washington character came running breathlessly down the aisle already attired in his Colonial garb, each one in the packed house would twitter to his neighbor that the performance would soon begin. Almost as soon as little George could scurry up to the raised platform and behind the curtains to his assigned place, the curtains would be drawn back in a rush in either direction by two capable young lads, who the teacher probably felt were incapable of anything else. At least they could do that well—even if they did feel the urge occasionally to peek from behind the curtains and wave to everyone they recognized in the audience. You are no doubt familiar with this type of production where each student had to participate in some way or another, even if it was reciting "Mary's Little Lamb" or singing "Old Dan Tucker." So much for the evening's entertainment.

I want to wander backstage to the double doors. The hinges seem a bit unstable and in need of oil. Other than that, the doors open almost mechanically for me. The five shelves in this closet housed the entire reading selections for all eight grades. The dust on the volumes appears to have accumulated gradually behind the closed doors. Look, my favorite story book, "Cherry Street House," still in its approximate location! I wonder how many times I have read it, but I must scan it

just once more. The book doesn't appear to be the same! I'm sure all the pages were in it at one time, and those gaudy crayon streaks through the illustrations simply destroy my affection for the book. There must have been a lack of respect for school property somewhere along the way.

We have looked around quite a bit, but take a glance at the lighting facilities before we leave. A light was suspended at either end of the room by a link chain from the "half-mile high" ceiling. The bulb always provided a bright glare as it burned through many dreary days. Then, too, those west windows didn't let in a great deal of light. It must have been an unpardonable sin to have put a window on any other side when this school was built. You can soon guess how much light we could get from them in the afternoon when the blinds were drawn to keep out the sun's penetrating rays.

It is good to be out in the sunshine on a day like this, though. Remember with me those spring days when the recesses and lunch hours were spent in shooting marbles, flying kites, playing softball, "Annie Over," hide-and-seek, and any other game that might have been concocted. After what seemed such a short break, the teacher would ring the first bell. This was the signal for a mad scramble into the schoolhouse to get our tin drinking cups and then rush wildly back outside to the pump for a cool drink to last until the next recess. Somehow, it seemed as if it always fell my lot to put forth my utmost effort pushing the pump handle up and down, up and down, up and . . . .

I trust this short trip has repainted pictures of elementary school days for you. Memories are made of pictures such as these. If we were to take inventory around the countryside today, it would probably be amazing how many one-room school bulidings are still operating on the same principles as we have just described. Perhaps the modern Rip Van Winkle was right when he woke from his twenty-year nap and found the world changed and in such a turmoil. He was frightened with so many modern pieces of automatic apparatus. Rip suddenly remembered one safe place to go for protection—the one-room school house of his youth! He rushed straightway toward it, and sure enough, it hadn't changed a bit!



# Developmental Tasks for the Mentally Limited

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and

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Developmental tasks<sup>1</sup> have given education a refreshing shift in emphasis. It is a dynamic approach that is concrete, easy to define and directly applicable to the life of the child. Furthermore the developmental task approach is a molar approach. Behavior is observed in a total dynamic context without artificial distinctions between the physical, mental, social, and emotional aspects of growth.

Robert Havighurst developed the "developmental tasks" with the average individual in mind, but can the developmental task approach be advantageous in understanding and in helping the child who is below average? This article will present some crucial developmental tasks for the mentally limited. Teachers with heterogeneous classes and teachers of special classes should be concerned with these tasks, because the tasks were designed for children with I.Q.'s ranging from 85 to 50.

Nine developmental tasks for the mentally limited will be presented in two groups; 5 tasks most applicable for children from age 6-11, and the remaining 4 tasks for children who are over 11 years old. Each task will be elaborated under the following headings:

1. Nature of the task
2. Psychological basis

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<sup>1</sup> A developmental task as defined by its originator, Robert Havighurst, is "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks." Havighurst, R. J. *Developmental Tasks and Education* Longmans Green New York, 1950

3. Cultural basis
4. Educational implications.

### *Developmental Tasks for Children, Ages 6-11*

#### 1. DEVELOPING A FEELING OF ADEQUACY (beginning with early childhood)

*Nature of the task:* To accept one's self and have a realistic picture of one's place in society.

*Psychological Basis:* In a heterogeneous class, the retarded child may *not* become an integral part of the group because of his deficiency in abilities and his immaturity of interest. He may be rejected for a variety of reasons: because he cannot learn the rules of the game; because he is too rough; because he has too short an interest span, or because he is generally a poor competitor. The need for social approval is strong but seldom attained. If the child is forced into a position of social isolation, he may react by withdrawing, or by compensating "Bullying," a compensating reaction to social isolation usually begets more social isolation.

*Cultural Basis:* In American society, the mentally retarded often engender family stigma. When this happens, the child is over-protected or rejected or alternately rejected and over-protected. Another disadvantage in our culture is the attitudes of parents of peers. These adults may object to their child playing with a retarded child and express it with a remark such as, "Play with someone you can learn something from."

Class differences exist in the treatment of retarded children. Lower class retarded children tend to be more acceptable than the middle class ones. Middle class children bear the strain of parental fear of stigma and inability to accept the child as he is. Upper class children receive more medical and private care, or may be sent to private boarding schools. In some few instances where the parents of retarded children were highly respected by their community, they were able to change the social norms more specifically the attitude of the community towards the problems of the mentally retarded.

*Educational Implications:* Feelings of adequacy are based upon the

“success-failure ratio.” The “success-failure ratio” is the psychological balance of successes and failures. When the individual feels that there is not a chance for him to fail, the “success-failure ratio” is out of balance and the individual tends to lose interest. On the other hand, anticipating failure without a reasonable chance for success results in a loss of interest and effort. The most common type of imbalance in the success-failure ratio is “too many failures and too few successes.” This is especially true of the child that is below average in ability. Because the retarded child usually meets with an excess of not only obvious failures but also subtle failures at home and in his community life, the school should compensate for these failures by arranging for “successes.” Big “successes” are often impossible, but little successes can frequently be arranged for by the teacher.

With a little planning a teacher can convert a failure situation into a partial success situation. For example, if a child at the blackboard wrote “lettle” instead of “little,” the teacher may make the experience a dismal failure or a partial success. For one thing he may put a big “X” over the work and simply say “Wrong, Sit down!”, or he may say to the child, “Joan, you got the double ‘t’ right and even the ending with the silent ‘e.’ That was quite good. Now if you could change the other ‘e’ to an ‘i,’ you would have the whole word correct. Now would you like to go to the board and make that a perfect word?” After the child changes the word, the teacher may ask the child, “If I erased the word could you write the word perfect?” If the child says, “Yes,” the teacher could then do it.

A child that experiences genuine feelings of being understood and loved can accept his inadequacies more realistically. Praise in the child’s mind is a form of acceptance, a form of approval, and of love and success. To compensate for the child’s failures in the home and in the community, the teacher might need to give what to adults would seem to be an overly large amount of praise. Realizing that a given task can be accomplished satisfactorily is a motivating force.

Difficulties arise when an individual expects a great deal more from himself than he is capable of doing. Too often the below average child feels that he is supposed to be able successfully to perform the tasks of the average and above average child. When a child learns that different tasks are expected from different individuals, he has the start of a

basis for his feeling adequate. When the child develops skills within the range of his ability and ego satisfaction, he then can realize that he is an important member of the group. However, the child should not be misled to overestimate or underestimate his ability. The school can be the most objective force in dealing with the child's situation in an unbiased and understanding manner.

Feelings of adequacy are developed by the child exerting some independence. For instance, I had a mentally retarded boy who came into the classroom and stated that he did not feel like working. He was allowed to wander around the room, go to sleep or enjoy an activity. The result was that later in the period, he was very willing to do his academic work. The emotional stability of a child can often be judged better by the child than by the teacher. Of course, such a procedure is not recommended when it upsets the other children in the class. Yet, many classes seem to have some understanding of such a child and are not opposed to the teacher's methods.

Feelings of inadequacy may express itself in retarded boys by their strong urge to quarrel with each other. In contrast to boys, girls with feelings of inadequacy tend more to withdraw. The teacher can help the withdrawn child to become part of a group through play activities.

## 2. LEARNING TO DISTINGUISH RIGHT FROM WRONG; DEVELOPING A CONSCIENCE

*Nature of the Task:* To learn to judge situations on the basis of a moral code, and to choose a course of action that would be socially acceptable.

*Psychological Basis:* When the period of childhood and dependency continues beyond the normal time, decisions are often made for the child by the parents and normal siblings. The parents and teachers frequently over-estimate the child's dullness<sup>3</sup> and fail to give the child a chance to make his own decisions.

The retarded child has a strong desire to be included in a group, to be identified with a group or with a peer. Because of this strong desire, he is extremely suggestible and is prone to accept the decisions of others. For example: One of my students had become adept at shoplifting. He was persuaded by a group of boys to "pick up" things for them. He

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<sup>3</sup> Horace English "Child Psychology" page 7, Henry Holt & Co. New York, 1951.



kept none of the things for himself, and when he was apprehended he found it difficult to believe that his actions were wrong as he had found social acceptance for the first time.

*Cultural Basis:* American communities have had little understanding of the retarded. They have held the family responsible for the actions and behavior of the child and a stigma had been attached to any “different” or wrong doings. Therefore, the middle class families especially, try to keep the child sheltered, hidden or continually in the company of some member of the family.

*Educational Implication:* The school in addition to the parents has the task of teaching the child responsibility for his own action. The child should receive praise for acceptable behavior and should learn to expect some type of punishment for unacceptable behavior. All of this moral teaching, as is true of other types of teaching, should be through concrete situations.

A retarded child may do socially unacceptable acts for a combination of reasons. He may succumb to “bad” companions because he has such a strong need for affection and need for being included, and because he may have been so highly conditioned to do what others suggest. His lack of understanding coupled with his lack of fear of the consequences makes antisocial behavior more probable.

A child’s conscience is developed through the application of a series of generalizations (moral principles) in life situations. The retarded child has difficulty developing a conscience because of his difficulty in applying generalizations to actual situations. The child who is below average has less ability in the transfer of learning than has the average or bright child. E. Thorndike and Orata consider transfer of training and intelligence as synonymous with intelligence. Research has shown that transfer of training is more complete when the teacher teaches for transfer. The retarded child needs practice and supervision in applying generalized moral laws into life situations. The teacher can help to teach for transfer by always giving a few examples after stating a generalization. With the mentally limited, the teacher should help to make situations clear-cut as to classification always trying to get the children to at least be able to think in terms of dichotomies; for example, right or wrong, praise or punishment, approval or disapproval.

### 3. DEVELOPING ELEMENTARY CONCEPTS OF HEALTH AND SAFETY

*Nature of the task:* To develop healthful daily habits including habits of cleanliness and safety.

*Psychological Basis:* Children do not take to health habits naturally but they can learn through the use of incentives. Habits themselves can become incentives, as for example—brushing one's teeth; brushing regularly results in some desire to brush regularly. Safety rules as well as health habits should be presented so they have meaning and purpose at the child's level. The retarded child is slow to realize the necessity for safety rules.

*Cultural Basis:* Compared with other cultures, our American culture has a greater stress on health and safety habits. Correct diet, cleanliness, and regular health and safety habits are highly valued. The middle class puts more stress than the lower class on health and safety habits.

*Educational Implications:* Health habits should be practiced routinely in the classroom. A good motivating device for health habits is a daily chart which gives the child's progress in following the rules of cleanliness and safety. Safety habits can be taught with prestige and glamour by having police officers come and talk to the group. Glamorous figures in athletics and movies usually impress the retarded favorably. School patrols can help the child understand the necessity of safety rules, and serving on a school patrol helps to develop concepts of responsibility to others and the importance of continuing with a job even though others criticize. A safety unit should include the proper handling of tools.

### 4. ACHIEVING COMMUNICATION WITH OTHERS

*Nature of the task:* To develop means of communication with neighbors, employers, social friends and family.

*Psychological Basis:* Man is by nature a social and communicating animal. Social acceptance and group identifications are important. One of the basic interpersonal needs is the need for inclusion or the need to belong. This need is expressed in the child's desire to feel secure within the family group, to feel an integral part of the family,

sharing their plans and some of the responsibilities.

*Cultural Basis:* Most parents do not realize that retarded children could have a place in society. The retarded have been considered as a “cross” for the family to bear. Due to this lack of confidence, shame or resentment, the family often limits the amount of communication with the retarded. The siblings also limit the amount of communication because they feel him mentally inferior and not interesting.

*Educational Implication:* The school can help the below average child by working with the parents in trying to re-educate him. The teacher has the responsibility of helping the parent understand and of communicating to the parent the nature of the child’s problems. Through individual conferences with parents, study groups, and P.T.A. meetings, the school can make parents more aware of the problems of the retarded and slow learner.

The child can learn to communicate and develop social graces in several ways, by pupil planning of school parties, picnics and social affairs and by the use of the telephone in special classes. The child can begin his telephone training by calling the teacher or other close friends who understand that the child is in a learning situation.

Another device for gaining insight into communication is role-playing. One of my pupils expressed the hope that his sister would be dead before he got home that evening. He felt this way because his sister had punished him. Through the use of role-playing, with the teacher taking the role of the child and the child taking the role of his sister, the child was able to recognize his hostilities and to see that his behavior on the previous day had caused his sister to punish him. He was able to accept the punishment when he understood that he had offended another person.

## 5. DEVELOPING ELEMENTARY SKILLS IN READING, WRITING AND CALCULATING

*Nature of the task:* The elementary skills in reading, writing and calculating should be limited to the fundamental skills that are used in everyday situations that the child meets. The major emphasis on writing, for the retarded, will be on the period of later childhood.

*Psychological Basis:* In the primary grades, children are expected to learn to read primary reading material, to write in manuscript form, and to learn simple calculations. Children who do not achieve these goals can easily develop feelings of failure, inadequacy, rejection and/or of feeling peculiar.

*Cultural Basis:* A parent wants his child to compare favorably with others in scholarship. Parental concern, unfortunately, may act as a pressure on the child, causing him to have over-concern. On the other hand, no parental concern is undesirable. The rule for parents and teachers of the mentally limited should be, "Encourage the child, have reasonable and realistic expectations, but don't pressure him."

*Educational Basis:* Reading readiness material should be varied, concrete and highly interesting. The teacher should continue with reading readiness material for as long a period of time as is necessary. The child should experience satisfaction and feel that he is making progress. A crucial problem in teaching is to get work material that progresses in very gradual steps from obvious material to complex material. Stating it negatively a major criticism of teacher planning (as in mathematics) is that the exercises are at first too easy and then suddenly they become impossible. Work should increase in difficulty gradually so that, on one hand 100% success is not felt to be inevitable, and on the other hand, failure is not anticipated. (The concept of success-failure ratio applies here.)

For good teacher planning, one must know the child's abilities and at the same time be thoroughly familiar with the material. The teacher's job is to help the child to improve regardless of the level he may be at. To do this the teacher must completely accept the child emotionally regardless of his level of achievement, his attitude and his mental powers.

Academic skills should not be stressed until the child is ready. In the classroom, a retarded child should be given many jobs that are important to the class. A wise teacher helps the parents develop confidence in the child. This may be done by setting lower levels of aspiration and expectation when it is necessary. Such action tends to increase the feeling of success and adequacy in the child.

Concrete material is good material for teaching academic work. A



good motivating device which can give the teacher insight into the interest level and language background of the child is to have the child tell stories of experiences that are from the child's life. Another device that is especially useful for getting the child to set realistic levels of aspirations is to give the child paper with his name and a list of tasks that he is to complete for the day. This technique can advance to having the child select and write down what he plans to do for the day.

With the slower progressing children, reading, writing and calculating should be restricted to facts and skills that are most urgently needed. For example, safety signs, names of foods, streets, people in the family, etc. give the child a reason for learning to read and supplying himself with the necessary information. Counting objects that the child uses such as pencils and crayons can be part of the number work. Making change is a very important skill to develop.

### *DEVELOPMENTAL TASKS MOST APPLICABLE TO CHILDREN OVER 11 YEARS OLD*

#### 6. DEVELOPING THE SKILLS NECESSARY FOR SUCCESSFUL EMPLOYMENT AND SUCCESSFUL PARTICIPATION IN THE CHORES OF THE HOME

*Nature of the task:* To learn that work is important and worthwhile doing as well as one can. To learn to complete tasks within one's mental level. Developing a realistic idea of the type of work he is capable of doing. Developing a feeling of dignity with working.

*Psychological Basis:* Slow children are especially weak in the ability to generalize. As a result, each situation is completely new. Chores in the home give a feeling of belonging. Employment should bring prestige to the child.

*Cultural Basis:* Successful employment is important in American culture, especially for the middle class. Children in middle class homes are expected to help in the chores around the house. Holding a job is more important in urban areas than in rural areas, as there are always chores on a farm. The independence of earning money gives satisfaction and respect to the individual and the family.

The mentally retarded can become good workers, especially on monot-

onous tasks that brighter people would find boring and disagreeable. The retarded can make a real contribution to our society because they can happily do many of the jobs that would be uninteresting and even unpleasant for the average person. One restaurant is alleged to have given I.Q. tests to the waiters. When the score was too high the applicant was rejected because morons were found to make the best waiters. Once trained, they do their job consistently well and they are not apt to quit.

*Educational Implications:* Part-time jobs can give the slow learner a feeling of independence and the school can give practice in applying for a job. The teacher can play the role of the prospective employer and through role-playing, the child can learn what the other person expects from him, and what the other person's position is to the applicant's position and how to behave when applying for a job.

Role-playing can also be used to help the child understand why his chores are important. This can be done by role-playing the different members of the family.

## 7. ABILITY TO HANDLE MONEY

*Nature of the task:* To become acquainted with ways of saving and spending money, and to learn the use of money in everyday situations.

*Psychological Basis:* Using money to obtain desired objects gives pleasure. Satisfaction of many needs is obtained through the use of money.

*Cultural Basis:* Attainment of objects through the use of money is important in our culture. With the rather prevalent attitude "let the buyer beware," the mentally handicapped can easily fall prey to high-pressured salesmanship and unless trained are apt to make rash purchases when they have the money.

*Educational Implications:* The children are trained to accept the decisions of others in money matters. The mentally limited have little idea of the value of money. For example, Mary, age fifteen, decided to go from Iowa to California to visit her friend. She persuaded another girl to go with her and they hitch-hiked 300 miles before they were apprehended by the State Patrol. An account of the incident appeared in the local paper and stated that the two girls had no money. Mary was

quite disturbed with the inaccuracy of the report, because they had had forty cents between them.

Money has little value to children for it is usually given to them. However, they must be allowed to earn some independence in matters of money. Special class children can be taught the value of money through the use of money in actual situations. The daily problems that children meet should be dramatized. The dramatization should be followed by actual situations as for example—planning picnics, parties and socials in which the children buy the food and plan the events. Trips to the bank practice in banking as well as encouragement of savings accounts should be a school activity.

## 8. TECHNIQUES OF ARRANGING TRIPS AND TRAVELING

*Nature of the task:* To help the child learn to use bus service, find his way about the community and plan for short trips to visit relatives.

*Psychological Basis:* Being able to travel around the community by one's self gives one a sense of independence.

*Cultural Basis:* Children of adult stature are expected to be able to travel alone around a city or rural area.

*Educational Implications:* Many children have difficulty even finding their way around the school building. Special class children must learn to follow directions. This can be taught by giving them tasks such as getting material from different parts of the building. Traveling around the community with assurance may be developed by practice experiences in travel. The children can plan routes of travel for experience trips. City maps, time tables, road maps, and road signs can be used in planning visits to relatives. Maps can also be used for "number experiences."

When having difficulty or doubt in one's travels, one should ask directions of other people. However, many are so withdrawn that they find this impossible to do. Practice in asking directions helps in overcoming fear of strangers.

## 9. WISE USE OF LEISURE TIME

*Nature of the task:* To learn hobbies and leisure time activities which will be socially acceptable and release social and emotional tensions.

*Psychological Basis:* Retarded children, like average children have emotional problems and anxieties hence they need ways of working through their problems and anxieties. Unfortunately, the mentally limited do not have all the ways of working through difficulties that average children have. For one thing, they cannot express themselves fluently and therefore this form of catharsis is not readily available to them. For example: One child would run away from home every time he had a problem. This was about the only response to frustration he had in his emotional vocabulary.

Because the retarded are so frequently frustrated, they need to develop means of expressing themselves in a way which will give them the release of tension. Retarded children have fewer interests as they are limited in learning capacity. They need the feeling of freedom to engage in the activities that are within their power to learn.

*Cultural Basis:* With the shorter work week and the intense publicity for hobbies, sports and entertainment, society has accepted the need for planned leisure time. All people are expected to have socially accepted leisure time activities.

*Educational Implications:* Even though learning is slower, the below average child should be taught skills in music, art and many types of play and recreational activities. Activities should be learned which not only meet their present needs but will also be good for leisure time activities in later life.

Leisure time activities may be used to teach the child to accept failure. However, one essential for being able to accept failure is a reasonable amount of success. A skilled teacher will always strive to help the child maintain a sensible "success-failure ratio" and for the retarded and slow learner, this means supplying successes, successes, and more successes. All activities should begin as large muscle activities because they can have more success with such activities. For example, drawing should begin with large sheets and large crayons or paint-brushes.

Play activities are important for the purpose of making the group feel homogeneous. The withdrawn child may be brought into the group when the members of the group realize that everyone can make mistakes in playing a game and that mistakes should be accepted cheerfully and with good sportsmanship.



## CONCLUSION

In this paper, nine developmental tasks were presented for the mentally limited which was taken to be those children with I.Q.'s between 85 and 50. Sometimes reference was made to specific groups as the mentally retarded or the slow learner, but it is well to remember that there is no sharp differentiation and that the approach and techniques in many cases are quite similar. The first five developmental tasks apply primarily to the early childhood period while the last four apply more strongly to the later childhood period. The purpose of the article was not to present an exhaustive list of Developmental Tasks but rather to stimulate thinking along the line of Havighurst's approach.

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This is the first comprehensive book to discuss the administration of audio-visual education. The author's principal aim is to present an understanding of the field and to show the educator how to direct and organize effective audio-visual programs.

## SECONDARY SCHOOL TEACHING METHODS

by LEONARD H. CLARK and IRVING S. STARR, both, University of Hartford

“. . . written in a readable, down-to-earth style that should appeal to undergraduate students and beginning teachers. . . . Although the approach is a modern forward-looking one, it is not an extreme one. It should fit into any school program where the administration and faculty are developing an effective program of secondary education.”—*pre-publication comment*.

## INTRODUCTION TO EXCEPTIONAL CHILDREN, Third Edition

by HARRY J. BAKER, Psychological Clinic, Detroit Public Schools and Wayne State University

## AN INTRODUCTION TO CHILD STUDY, Fourth Edition

by RUTH STRANG, Teachers College, Columbia University

*The Macmillan Company*

60 FIFTH AVENUE, NEW YORK 11

## PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

MARCH, 1959

*Booknotes Committee:* Susan B. Riley, William A. FitzGerald, and Norman Frost, Chairman.

*Secretary to the Committee:* Janette Brach

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### Art

CHENEY, SHELDON WARREN. *The Story of Modern Art*. Viking, 1958. 723p. \$7.95.

*The Story of Modern Art* has been a standard since its first publication in 1941. Its present version has an addition of one entirely new chapter which discussed the important occurrences in world art since World War II. As before Cheney shows his prejudice in favor of the more conservative moderns, and there is a brief appendix on sculpture.

ELLIS, MARY JACKSON. *Creative Handwork Ideas*. Denison, 1958. 96p. \$3.50.

This is an excellent book for teachers of elementary school children. It gives illustrations of different articles which children can make. Along with the illustrations is given a list of materials needed and the procedure to be followed on making the articles.

PRIOLO, MRS. JOAN B. *Ceramics and How to Decorate Them*. Sterling, 1958. 144p. \$5.95.

SWANN, PETER C. *The Introduction to the Arts of Japan*. Praeger, 1958. 220p. \$8.50.

Oriental art has a considerable influence

on various of our art forms. A well written book, such as this, can give us some of the necessary insight into the meaning of their art forms. A further recommendation is the inclusion of the minor arts which many books totally ignore.

### Children's Literature

ARDIZZONE, EDWARD. *Tim and Lucy Go to Sea*. Walck, 1958. unp. \$2.75.

Lucy Brown sees a boy walking with a bundle on a stick. This is Tim, a shipwrecked sailor. She takes him to her guardian who buys a yacht, and they all go to sea. A book for children 5 to 10 years old.

ARMSTRONG, RICHARD. *No Time for Tankers*. Dent, 1958. 177p. \$2.50.

Greig was a seaman apprentice on a cargo boat and had "no time for tankers." For upper grade boys.

BAKER, MARGARET JOYCE. *Homer Goes to Stratford*. Prentice Hall, 1958. 141p. \$2.95.

Friend of Homer, the Greek tortoise who can talk, will rejoice in sharing his experiences in visiting the home of Shakespeare. Children 8 to 12 who do not know Homer will be charmed by his learning.



BEIM, JERROLD. *Country Mailman*. Morrow, 1958. 48p. \$2.50.

Every day Ben waited for the mailman to come along the country road delivering the mail. How it comes about that he finally gets some letters of his own makes an interesting story for beginning readers. The simple vocabulary and big print are 2nd grade level. Recommended for school libraries.

BERGAUST, ERIK. *Rockets Around the World*. Putnam, 1958. 47p. \$2.00.

This well-bound book presents pictures and text bearing on military rocketry around the world. It is an interesting little book by an authority in the field for the enlightenment of the space enthusiast.

BLAIR, DOROTHEA. *Roger, a Most Unusual Rabbit*. Lippincott, 1958. 63p. \$2.50.

How Roger, a rabbit of humble background, comes to fame and fortune, wears beautiful clothes, becomes the court painter to the king and knows all the important people in England makes for rather dull reading. His manners are too perfected and not much happens to him in his social climb that would interest the 7-10 year old child.

BOEHM, PEGGY. *The Story of Schools: From Ancient Times Till Now*. Sterling, 1958. 47p. \$2.50.

Traces the development of schools and school customs from their beginnings in Greece to modern schools throughout the world. Many facts concerning schools are given, but since the scope of study is so wide the discussion of each topic is brief and sketchy and can serve only as an introduction to further study for the better student. Ages 8-12.

BRIGHT, ROBERT. *Georgie's Halloween*. Doubleday, 1958. unp. \$2.00.

A sequel to "Georgie" and "Georgie to the Rescue." In this picture book Georgie, the shy little ghost, goes to a Halloween party and almost wins the prize for the best costume.

BROOKS, WALTER. *Freddy and the Dragon*. Knopf, 1958. 239p. \$3.00.

This is another Freddy the pig story. It has talking animals with their friends and foes. Mystery, mistaken identities, robberies and what have you are what the 8- to 10-year old will want.

BROWNING, MARY. *Adventures with Pioneers*. Heath, 1958. 152p. \$2.40.

Elementary readers continue to enjoy the real stories of the children as they lived in Pennsylvania in early settlement days. This new edition presents a favorite in a fresh, well bound, attractive format, which will give it renewed interest. Recommended for social studies background.

BULLA, CLYDE ROBERT. *Pirates Promise*. Crowell, 1958. 87p. \$2.75.

Tom Pippin was an English boy, whose uncle sold him in bond to a sea captain. Pirates sailed the seas in 1716, and it was Tom's luck to fall into the hands of one of these crews. His adventures and his final struggle to regain his freedom make absorbing reading for beginning readers. Early elementary reading.

CAMERON, ELEANOR. *Mr. Bass' Planetoid*. Little, Brown, 1958. 227p. \$3.00.

Upper elementary readers who have read about the Mushroom Planet will welcome David and Chuck in another suspense space story. This time the boys find it necessary to take off for Lepton, a tiny satellite of Earth's, where they are faced with grave decisions. The story moves from one tense situation to another until the happy ending is reached.

CAMPBELL, ROSEMAE WELLS. *Books and Beaux*. Westminster, 1958. 192p. \$2.95.

Sue Stratton joins Addie in the Bookmobile Division of the State Library. Not only do they fight the weather, but their problems are intensified by an attempt to win funds for the extension of services and discredit the idea that the service is subversive. Gives a good picture of librarianship as a career and would be of interest to girls on the high school level.

CAVANNA, BETTY. *Stars in Her Eyes*. Morrow, 1958. 256p. \$2.95.

This story of growing up tells of Magda Page, who is plump, self-conscious and can't quite live up to her name Page. Finally she overcomes her difficulties and is well on the way to achieving her ambitions. Highly recommended for any girl who has the problems of growing up.

CHAMBERS, PEGGY. *A Doctor Alone*. Abelard, 1958. 183p. \$2.95.

This biography of Elizabeth Blackwell, the first woman physician, is written with sympathetic understanding of the difficulties she overcame, both personal and those due to prejudice. Recommended for high school pupils.

CHAUCER, GEOFFREY. *Chanticleer and the Fox*. Crowell, 1958. unpaginated. \$3.00.

Adapted from the *Canterbury Tales* by Barbara Cooney. The familiar fable of the proud cock who was tricked by the sly fox's flattery is here retold and illustrated with beautiful drawings by Barbara Cooney. One of the most outstanding picture books of the years and is especially recommended for ages 4-8.

Child Study Association of America. *Castles and Dragons*. Crowell, 1958. 299p. \$3.50.

An exceptionally fine anthology of 18 modern fairy tales by contemporary authors. Will be of value to the story teller as well as a delight to boys and girls who love to read for themselves tales of magic and wonder. William Pene DuBois has added to the fine quality of this book with his attractive illustrations.

COATSWORTH, ELIZABETH. *The Peaceable Kingdom*. Pantheon, 1958. unpaginated. \$2.75.

Three poems based on Biblical themes reflect the author's love of animals and nature. *Journey* tells the story of the animal's journey to the ark for protection from the flood. *Rest in Egypt* shows the animal paying homage to Jesus and Mary during their flight into Egypt. *The Peaceable Kingdom* pictures a child wandering alone in the forest, befriended by the animals. The beautiful illustrations in two colors by Fritz Eichenberg give the feeling of peace in

keeping with the theme of the poems. This is a book to be shared by the whole family from the oldest to the youngest. Highly recommended.

COLE, WILLIAM. *I Went to the Animal Fair*. World Pub., 1958. 45p. \$2.75.

This especially well chosen collection of animal poems for the very young includes many old favorites and also some which are not so familiar. Poets represented are Dorothy Aldis, Elizabeth Coatsworth, Walter de la Mare, Emily Dickinson, Rachel Field, Edward Lear, A. A. Milne, Laura E. Richards, and many others. The illustrations by the talented Colette Rosselli express imagination and humor in every line. Recommended for both school and public libraries.

DAUGHTERY, JAMES HENRY. *The Picnic*. Viking, 1958. 79p. \$2.50.

This modern retelling of the old fable of the "Lion and the Mouse" is gay and witty, and is "dedicated to the promotion of goodwill and friendship among animals, people and nations." The illustrations have a vigor and charm which will appeal to the picture book age of 4-7.

DOUGLAS, WILLIAM ORVILLE. *Exploring the Himalaya*. Random, 1958. 177p. \$1.95.

This book starts with a brief, authentic account of mountain climbing. This is followed by a story of a Tibetan girl who accompanies her father on a trading trip, and eventually marries an Indian boy. For upper grade children.

EATON, JEANETTE. *America's Own Mark Twain*. Morrow, 1958. 251p. \$3.00.

An outstandingly well done biography of Mark Twain showing not only the many-sided character and genius of this well known author of the latter part of the 19th century, but also a picture of the America in which he lived.

EMBRY, MARGARET. *Kid Sister*. Holiday, 1958. 165p. \$2.50.

They called her Tib, and could not understand her love for her pet white rat, Rosemary. Tib dreaded the visit from Aunt Delia, but her aunt helped her about Rosemary.

EMURIAN, ERNEST K. *Stories of the Christmas Carols*. Wilde, 1958. 139p. \$2.00.

Sensible explanation of how eleven of the better known Christmas hymns and carols were written or transmitted to us. This will help answer the questions many children ask.

EVANS, PAULINE RUSH, ED. *Good Housekeeping's Best Book of Mystery Stories*. Prentice Hall, 1958. 383p. \$2.95.

An excellent selection of outstanding mystery stories for the young and young at heart.

FARJEON, ELEANOR. *Jim at the Corner*. Oxford, 1958. 102p. \$2.50.

A collection of humorous sea tales in the tall tale manner by an old sailor as he tells of his adventures at sea to a little boy who visits him each day at the corner for another story. Illustrated in black and white drawings by Edward Ardizzone. This is a new edition of a book first published in England in 1934 as *The Old Sailor's Yarn Box*.

FAULKNER, NANCY. *The Yellow Hat*. Doubleday, 1958. 212p. \$2.95.

London of 1381, the Peasants' Revolt of that year, wonderful Geoffrey Chaucer, and the sights and sounds of London come alive in this entertaining book which recounts the struggles of serf Adam Potman to become a free man and the young fellow's growing friendship with Dan Chaucer's maid. High school students should gain appreciation of their automatic freedom.

FELT, SUE. *Contrary Woodrow*. Doubleday, 1958. unp. \$2.50.

Woodrow was a problem to everyone both at home and at kindergarten until Valentine's Day he suddenly wanted some friends. A good book for children going through a "difficult stage" of development. Colorful illustrations are especially attractive. A Junior Literary Guild selection for ages 4-7.

FENTON, EDWARD. *Once Upon a*

*Saturday*. Doubleday, 1958. 232p. \$2.95.

Magic adventure in this tale blend the Ladies Club of New England with the neglected artist, the colored homely man, cats and a real Maharajah whose hobby is cooking. Delightful for junior high school children.

FRITZ, JEAN. *The Animals of Doctor Schweitzer*. Coward McCann, 1958. unp. \$3.00.

The great doctor, Albert Schweitzer, loved all forms of life both human and animal and was a friend to all who needed help. This book tells the individual stories of some of his animal friends written with simplicity and tenderness. The author has given a new insight into the character of this good man through his relationship with his pets. Children of 6-12 will enjoy both stories and appealing illustrations.

GODDEN, RUMER. *The Story of the Holly and the Ivy*. Viking, 1958. 64p. \$2.50.

Christmas Eve was a lonely time for Ivy, the little runaway orphan and for Holly, the doll who had been left in the toy shop. How these two were brought together on Christmas morning in the home of policeman's wife who wanted to share Christmas with someone makes a tender and charming story. Recommended for ages 7-11.

GOVAN, CHRISTINE NOBLE, AND WEST, E. G. *The Mystery of the Vanishing Stamp*. Sterling, 1958. 175p. \$2.50.

A valuable stamp, five children, a mountain boy, cats, dogs, storms, and all things appropriate for a mystery story are included and woven into a tale for intermediate grade children.

HARRIS, LOUIS AND NORMAN D. *Little Red Newt*. Little, Brown, 1958. 57p. \$2.75.

During one winter of his life, Little Red Newt lives in a classroom terrarium where the children learn about his life cycle and living habits. The text is simple yet scientifically accurate and makes an outstanding nature story for children of 6-10.



HEWETT, ANITA. *Think, Mr. Platypus*. Sterling, 1958. 31p. \$2.50.

Mrs. and Mr. Platypus try all sorts of places and ask many friends in looking for a home. Young readers will enjoy reading about them; pre-school children will like to hear about them.

HILLARY, SIR EDMUND, ED. *Challenge the Unknown*. Dutton, 1958. 221p. \$3.75.

A collection of exciting stories, of exploration of land, sea and air.

HOFF, SYDNEY. *Danny and Dinosaur*. Harper, 1958. 64p. \$2.50.

This amusing story tells of the small boy who meets a friendly dinosaur and while riding around town on his new friend's back has many wonderful adventures. The simple vocabulary and sentence structure make this an ideal book for beginning readers.

HOLLAND, JANICE. *Hello, George Washington*. Abingdon, 1958. 24p. \$1.75.

This picture book biography of George Washington in simple text and colorful picture acquaints the young reader of 4-9 with the important events in his life.

HURD, EDITH THACHER. *The Far-away Christmas*. Lothrop, 1958. unp. \$2.50.

It was Christmas eve and the children on the rocky island thirty-two miles out to sea from the San Francisco harbor were worried because of the heavy fog that kept the boats from coming in with Christmas presents. Finally the weather cleared in time for the coast guard cutter to bring the presents and Christmas trees to the five families who tended the lighthouse and radio station.

HYDE, MARGARET. *From Submarines to Satellites*. McGraw Hill, 1958. 106p. \$3.50.

Excellent and well illustrated account of the role of science and technology in the armed forces. Electronic, radar, rocketry and submarines come in for discussion. Will have considerable appeal to early teen-agers.

IPCAR, DAHLOV. *The Wonderful Egg*. Doubleday, 1958. unp. \$2.50.

An introduction to the study of prehistoric animals, giving brief and simple descriptions of appearance and other pertinent information for young readers 5-8 years old. A picture table showing comparative sizes and a guide to pronunciation of difficult words is included at the end of the book. The illustrations add to the understanding of the text.

JACKSON, CAARY PAUL. *Two Boys and a Soap Box Derby*. Hastings House, 1958. 118p. \$2.75.

A fast moving story in an interesting field, about two boys, eleven and twelve years old, and their experience in building and racing in the Soap Box Derby. A new story by a popular author, authentic and up-to-date as to details of rules, money to spend, and just what the boys must do for themselves.

JACKSON, JESSE. *Charley Starts from Scratch*. Harper, 1958. 152p. \$2.50.

Another Charley Moss book, which is up to the high standard of these books in the series with the Negro boy Charlie as a hero. Again Charlie has difficulties to overcome, and his athletic abilities help him. For ages 11 or 12 and up.

JEWETT, ELEANORE. *Friend Among Strangers*. Viking, 1958. 224p. \$2.75.

Faith, a Quaker lass, takes a cruise to the Caribbean with friends. Of all people she becomes entangled with jewel smugglers. A pleasant tale for girls in their early teens.

JOHNSON, CROCKETT. *Harold at the North Pole*. Harper, 1958. unp. \$1.50.

Harold with his purple crayon, while looking for a Christmas tree finds himself at the North Pole. Santa is snowed in, but with Harold's help he is able to make his toy deliveries on schedule. A delightful book for ages 4-8.

JONES, MARY ALICE. *Tell Me About Christmas*. Rand McNally, 1958. 71p. \$2.50.

The spiritual meaning of Christmas is explained through incidents in the lives of children and parents in a truly Christmas manner. For children of 6-9.



KOCK, DOROTHY. *When the Cows Got Out*. Holiday House, 1958. unp. \$2.50.

Young Tim through his carelessness lets the cows out of their pasture when he leaves the gate open while visiting on his grandfather's farm. However he is resourceful and has a feeling of responsibility which pleases his grandfather. A beginning-to-read book with a story element which will hold the interest of children of 6-9.

LEAF, MUNRO. *Science Can Be Fun*. Lippincott, 1958. 47p. \$2.75.

An introduction to science for young children. Explanations of scientific terms are given in language easily understood, as well as simple experiments from which youngsters can discover for themselves certain basic scientific truths.

LEMMON, ROBERT STELL. *All About Monkeys*. Random, 1958. 144p. \$1.95.

Description of rare specimens and rare adventures of many creatures found in monkey land will fascinate elementary readers interested in this field. Excellent text and beautiful illustrations. Recommended.

LENT, HENRY B. *Jet Pilot*. Macmillan, 1958. 200p. \$3.00.

This is the story of the training program for the jet pilot. Especially to be commended is the author's presentation of fact and his interpretation of fact and emotional responses of the trainees. Good reading for older boys.

LITTLE, MARY E. *Ricardo and the Puppets*. Scribner, 1958. unp. \$2.50.

Ricardo was a young mouse with literary taste who loved to go to the children's room at the public library where he read many books about mice. Best of all he loved the folklore story of Perez and Martina. When the children decided to make a puppet show about Perez, Ricardo felt that he must intervene to see that justice was done to the great hero. The characterization and story are well done and will delight young readers of 5-10, even though the ending is rather abrupt. The illustrations by the author are especially appealing, recommended.

LOMAS, STEVE. *A Man Grow Tall*. Messner, 1958. 188p. \$2.95.

Kirby had never been husky, and when his doctor recommended a year of living in the open, he was afraid. His chance came in an offer from his uncle to share an expedition with him into the high mountains of Mexico, where he was to hunt for specimens for museum and commercial ventures. The uncle was an experienced hunter and felt that this was an ideal situation for the boy. Their adventures will absorb upper elementary readers.

MACKELLAR, WILLIAM. *Two for the Fair*. McGraw Hill, 1958. 61p. \$2.50.

Gavin wanted to go to the fair, but his Grandfather was not well enough to go this year, so came a problem. How he met this problem and had faith to carry through his plan, and how the grandfather got to go to the fair makes interesting reading for middle elementary people.

MCSPADDEN, JOSEPH WALKER. *The Book of Holidays*. Crowell, 1958. 246p. \$3.00.

Completely revised and re-written, this edition of a book first published in 1917 gives up-to-date information of why and how we celebrate certain American holidays. There are also chapters on Jewish holidays and holidays in foreign countries. Bibliography and index are included in this valuable reference book. Recommended for ages 10 and up.

MANNING, ROSEMARY. *Green Smoke*. Doubleday, 1958. 160p. \$2.50.

Sue's summer at the seashore is made fantastic by the discovery of a very ancient dragon. Few people ever get to see one, but Sue's mother was understanding, and since the stories and games the two played together were very interesting, she did not interfere. Middle elementary readers who like imaginary situations will enjoy these. The scene is laid in England.

MARKUM, MRS. PATRICIA MALONEY. *The First Book of the Panama Canal*. Watts, 1958. 59p. \$1.95.

How a ship is taken through the Panama Canal, a short history of how it came to be built, and its importance to the world is

told in this factual account. Recommended for school libraries for units on transportation, grades 4 and up.

MASTERS, ROBERT V. AND REINFELD, FRED. *Coinometry*. Sterling, 1958. 93p. \$3.50.

Upper elementary readers enjoy these stories about coins and their connection with American history and American famous names. Also they find the explanation of the Federal Reserve and other economic processes set down in an interesting and readable way. Hundreds of illustrations. Recommended.

MILLEN, NINA, ED. *Missionary Stories to Play and Tell*. Friendship Pr., 1958. 184p. \$2.95.

This collection is made up of twenty-nine selected stories picturing actual experiences of people in unusual situations. With so much effort being made for understanding of the background and cultures of other people, these stories will meet the need of those working in the field. All the selections are religious in nature, and furnish material in unusual areas as Burma, Iran, Trinidad, and New Zealand.

MILLS, CAROL. *Julie: Daughter of Liberty*. Lothrop, 1958. 223p. \$3.50.

Though not outstanding for its literary merit, this novel offers an interesting and historical story of a daughter of French aristocrats, sent to America shortly after the start of the Reign of Terror, who is active in the growth of the actual community built upon Susquehanna River—the community called Azilum—to harbor Marie Antoinette. Though the goal of the residents is destroyed with the guillotining of the queen, Julie and her friends grow in self-reliance and understanding.

MILNE, ALAN ALEXANDER. *The World of Christopher Robin*. Dutton, 1958. 234p. \$3.95.

This is a delightful combination of "When we were young" and "Now we are Six." It contains the drawing from the original edition in addition to several colored plates. These are the verses that are cherished by everyone who has had the good fortune to become acquainted with them. And best of all, they are all in one volume now.

MOLLOY, MRS. ANNE STEARNS. *The Christmas Rocket*. Hastings House, 1958. 47p. \$2.95.

This Christmas story with its setting in modern Italy has a happy ending which is sure to make a pleasant reading experience for the 5-10 year old. Dino and his family were poor, but good times come to them after Dino shows kindness to a stranger on Christmas eve. The illustrations in both color and black and white are especially attractive. Recommended for ages 5-10.

MUNDY, V. M. *Brave Journey*. Prentice Hall, 1958. 181p. \$3.00.

This story of courage and endurance is based on the journey to the Wautauga settlement of the wives and children of the Carolina men who went to fight in the Revolutionary War just before King's Mountain. Junior high school level.

MURRAY, MARIAN. *Children of the Big Top*. Little Brown, 1958. 146p. \$3.50.

True stories about children of circus people, telling of their home life, animal friends, and of the training necessary to become a proficient in their chosen profession. Illustrations are photographs taken at winter quarters in Sarasota, Florida. Recommended, grades 4-6.

NELSON, MARG. *Valiant Venture*. Washburn, 1958. 186p. \$2.95.

Dean, just out of high school and his younger brother, Larry, went to the Washington coast after the death of their father and during the serious illness of their mother. Dean had a difficult time adjusting to his Uncle Hans and his fishing boat. For intermediate grade reading.

PAULL, GRACE. *Freddy, The Curious Cat*. Doubleday, 1958. unp. \$2.75.

A good introductory nature study for the youngest reader in which the cat, Freddy, explores the garden and finds a chipmunk, robin, hummingbird, beetle, snake, butterfly and finally a mole. The author illustrated the simple text with large colorful pictures. A Junior Literary Guild selection for ages 2-6.

PAYNE, JOAN BALFOUR. *Magnificent Milo*. Hastings House, 1958. 64p. \$2.75.

A delightful story in which a young centaur finds himself in the world of men when he accidentally falls from his mountain. Children of 6-10 will find this unusual story both interesting and amusing. Recommended for school and public libraries.

PEART, HENDRY. *The Loyal Grenvilles*. Knopf, 1958. 207p. \$3.00.

Strafford and Lovel, two well born English youths, create more than a flurry of activity in this well told story. They are staunch Royalists in Commonwealth England. Artistry in writing and bookmaking help make this an outstanding book for adolescents.

POOLE, LYNN. *Ballooning in the Space Age*. McGraw Hill, 1958. 160p. \$3.00.

There is a warmth and realism to this book that all will appreciate. Illustrations and text combine to make fact as interesting as fiction. Historical background and principles of ballooning are discussed. Recommended.

PRICE, CLARA. *Pedro in Donkeyland*. Greenwich, 1958. unpag. \$2.00.

The leisurely tale of a leisurely donkey donkey and Pedro, who does not care, or even prefer such leisure. For pre-school children.

ROGERS, FRANKE. *Tea Kettle Cottage and the Hurricane*. Lothrop, 1958. unpag. \$2.50.

Another Robin family story. The coming hurricane force the robins to leave their nest in an old tea kettle. Their friends, the crows, help them find shelter. Second and third graders can read it themselves.

ROSMUND, BABETTE, ED. *Seventeen's Stories*. Lippincott, 1958. 253p. \$3.50.

This is a collection of thirteen outstanding short stories from *Seventeen Magazine*. These are situations typical of teen-agers and young people both here in America and for some foreign youth. They deal with family life, problems of dating and

young love, and even college bull sessions. These stories are a worthy addition to the literature of our youth.

ROSS, GERALDINE. *Scat, The Witch's Cat*. McGraw Hill, 1958. 30p. \$2.00.

Setting the mood for Halloween, this story told in lively rhyme is perfect for reading aloud. It is the story of the black cat, Scat, who was terribly afraid of Mrs. Stitch, the witch, and how he escapes from her by falling off the broomstick. The illustrations by Kurt Werth are weird and scary but full of fun. Recommended for ages 4-8.

ROWAND, PHYLLIS. *George Goes to Town*. Little, Brown, 1958. 41p. \$2.75.

When George, the big friendly dog, went with his family to New York City he created such a sensation and commotion when every one of the family took him out to see the sights of the city that it was decided they would all have to move back to the country. The decision pleased the whole family because they seemed to miss the warm family relationship that they had known in their country home. Simple story for the picture book age with attractive illustrations.

SCHEELE, WILLIAM EARL. *Ancient Elephants*. World Pub., 1958. 64p. \$2.50.

Young readers who have keen interest in prehistoric animals, will welcome this new explanation of ancient elephant. Written in an easy style and abundantly illustrated, it will be a popular title.

SCHLOATE, G. WARREN, JR. *Andy's Wonderful Telescope*. Scribner, 1958. 48p. \$2.75.

Interesting introduction to telescope and sky for intermediate grade children. Accurate information and carefully described experiment make this attractive book a good gift.

STAPP, ARTHUR. *Five Who Disappeared*. Sterling, 1958. 224p. \$2.95.

An interesting science fiction story dealing with the development of a "gravity communicator." The strength of the story is in the adventures of two boys who are held captive for a year in a cave.



STOUTENBURG, ADRIEN. *Honeymoon*. Westminster, 1958. 160p. \$2.95.

Young, just out of high school Amy Everett, and her slightly older new husband, Claude, begin to learn the joys and the possible problems of married life during their seven-day winter honeymoon. Though these two, and an older married couple, the Baileys, are helped to lose some of their disillusionment, but perhaps thought provoking for the more sensitive late high schoolers.

SVENSSON, JON. *Nonni and Nanni*. Kenedy, 1958. 79p. \$2.50.

The true adventure of two boys lost at sea off the coast of Iceland, seen through the eyes of the eleven year old, Nonni, who is responsible for the safety of his younger brother, the events of the adventure are vivid and exciting. Finally they consider themselves completely lost without hope of rescue. Young readers will be thrilled by the manner the boys faced these dangers.

TITUS, NANCY, *The Right One*. Lipincott, 1958. 191p. \$2.75.

The junior year in high school was a confusing one for Peg Warden. The story is told with sympathetic understanding of boy-girl relationships, a school social life, ambitions and frustrations.

TRESSELT, ALVIN. *The Frog in the Well*. Lothrop, 1958. unp. \$2.75.

The picture book age will thoroughly enjoy this story of the little green frog who thought that his well was the whole world. One day he was forced to leave his well and venture into the big world that he had never known existed. As he grows in wisdom he discovers there is much to see and learn. The gaiety and humor of the illustrations add much to the charm of this story. Highly recommended for ages 4-8.

TREUHARDT, BEVERLY AND MURDOCK, MARIE. *Sam Bass*. Steck, 1958. 176p. \$2.00.

An interesting story for boys ages 10-14 on the life of a famous Texas outlaw. It is an absorbing and historically accurate account of the early west.

UNNERSTAD, MRS. EDITH. *The*

*Speetlecake Holiday*. Macmillan, 1958. 221p. \$3.00.

A lonesome five-year-old boy finds his stay at his grandmother's farm on South Ridge in Sweden a wonderful adventure. The people he met, the animals he came to know, the interesting stories he heard, and the amazing event he watched taking place around him, kept him absorbed. They will absorb middle elementary readers, too, who will find habits and traditions of Sweden very interesting.

WALDEN, AMELIA ELIZABETH. *Today Is Mine*. Westminster, 1958. 176p. \$2.95.

Holly Harking, a Kentwood high school leader, finds she must cope with many types of people from the spitfire addition of the hockey team called Leslie to boys. Herein is found much good advice to girls in the junior high and high school level in a fast moving, fascinating novel.

WEISS, HARVEY. *Paul's Horse, Herman*. Putnam, 1958. 71p. \$2.50.

Paul had always wanted a horse, but he didn't realize how wonderful it would be to have one of his very own, until his father gave him twenty-eight-year-old Herman. With two friends, Paul spent an exciting day driving Herman about, having adventure as one can have only by owning a very tired, sleepy horse. Very young readers.

WHEELER, ARVILLE. *White Squaw*. Heath, 1958. 163p. \$2.40.

This is an interestingly told tale of Jennie Wiley's capture by a band of roving Indians from her frontier home. Her life of captivity and her escape are so well told that the book holds your attention and you feel you must continue to find out the outcome. All teen-agers will enjoy it.

WHIPPLE, ADDISON. *Famous Pirates of the New World*. Random, 1958. 184p. \$1.95.

Upper elementary readers always welcome a new Landmark book, and this one, concerned with pirates, will be a popular addition. The famous names call up familiar stories of these cruel leaders and their exciting lives, and young readers are eager for new information about these unscrupu-



lous gangsters. The authority back of the Landmark book is always appreciated. Recommended.

WHITE, W. B. *Neighbors in Space*. Rand, McNally, 1958. 63p. \$1.00.

This is a new edition of *Seeing Stars*. For many years this book has ranked high as an inexpensive introduction to astronomy.

WHITMORE, ELIZABETH B. *One Step to America*. Broadman, 1958. 165p. \$2.75.

Gigurd found that many adjustments were necessary when his family moved from Germany to America. He made a good friend when he went to school, who did more for him to help him learn his lessons. Just when he was most discouraged, he learned his first step to take in becoming a member of the new community. Good ending. Elementary reading.

WISE, WINIFRED E. *Frances by Starlight*. Macrae Smith, 1958. 201p. \$2.75.

This is an emotional story of a girl who had extensive art talent. Her aunt comes to visit her in Chicago and takes her to Hollywood for the summer. There Frances finds the differences between fantasy and realism by working in a movie studio. Any girl who has an eye for glamor or for Hollywood would thoroughly enjoy this exciting book.

WRIGHT, DARE. *Holiday for Edith and the Bears*. Doubleday, 1958. unp. \$2.50.

A sequel to "The Lonely Doll" in which Edith and her friend, Mr. Bear and little Bear vacation on an island. The charming story together with excellent photographic illustrations make a picture book sure to please children 3-6 years of age.

WYLER, ROSE AND AMES, GERALD. *What Makes It Go*. McGraw Hill, 1958. 64p. \$2.50.

Simple experiments do a fine job of teaching scientific ideas. The strength of this book is in its illustrations and experiments. It will appeal to young readers.

## Education and Psychology

BERKESON, ISAAC BAER. *Ideal and Community*. Harper, 1958. 302p. \$4.50.

An attempt to synthesize the experimentalist philosophy of Dewey and his followers with the luministic approach. At a time such as the present, when the prevailing educational theories are causing searching criticism, the volume is welcome; it deals fairly and objectively with the problem of developing an educational philosophy suitable for the second half of the 20th century.

BRUBACHER, JOHN SEILER AND RUDY, S. W. *Higher Education in Transition: A history of American Colleges and Universities*. 1936-1956. Harper, 1958. 494p. \$7.50.

A general history of colleges and universities in the United States from the founding of Harvard and the present. This is a valuable reference book, one that meets a very-felt need. A good supplementary text for courses in the history of American education.

CASTLE, EDGAR BRADSHAW. *Moral Education in Christian Times*. Macmillan, 1958. 396p. \$6.75.

A history of education beginning in Roman times and closing with an account of today's schools. The author writes with color and clarity, and education in his hands is something very much alive.

CHESSMAN, G. WALLACE. *Denison: The Story of an Ohio College*. Denison Univ., 1957. 451p. \$4.00.

A welcome addition to the slowly growing list of histories of American colleges and universities. This volume is compact and well written. The illustrations are varied and well chosen. It is good to note that the index is full and adequate.

CRUICKSHANK, WILLIAM AND JOHNSON, G. ORVILLE. *Education of Exceptional Children and Youth*. Prentice Hall, 1958. 723p. \$6.95.

Cruickshank and Johnson have edited a comprehensive text suitable for a survey course in education of handicapped and

gifted children. Their choice of contributing authors was excellent, each being a recognized leader in his or her area of expectation. However, it is somewhat needlessly repetitious and lengthy.

GROSS, NEAL. *Who Runs Our Schools?* Wiley & Sons, 1958. 195p. \$4.75.

Careful study of influences bearing on public school administration, and especially on the functioning of school boards. Although based on interviews with Massachusetts superintendents and board members in 1952-53, this study has many implications for schools elsewhere today.

HARTFORD, ELLIS FORD. *Moral Values in Public Education.* Harper, 1958. 338p. \$4.00.

An account of how a number of schools attempted a long term effort to inculcate moral values and civilized behavior over a period of years. The attempt was generally successful. No attempt at denominational teaching was made, and no religious strife resulted.

LAMONT, CORLISS. *The Philosophy of Humanism.* Phil. Lib. rev. ed., 1958. 243p. \$2.75.

A straightforward account of the historical development of modern, naturalistic humanism, together with an account of the luministic "way of life." Will appeal to some readers and should enlighten a good many others, since it expands a philosophical position which interest increasing numbers of people at present.

MCQUADE, WALTER, ED. *Schoolhouse.* Simon, 1958. 271p. \$10.00.

An excellent non-technical treatment of school plant planning with the child as the focal point. Photographs and drawings are superb, and support the entire thesis of the text, which is keynoted by chapter \$\$\$ and the two anonymous quotations: "Nothing in the world is too good for our kids" and "What are we building anyway, a palace?" Should be compulsory reading for school boards and citizens committees.

OGILVIE, VIVAN. *The English Public School.* Macmillan, 1957. 228p. \$6.00.

A historical account of the peculiarly English type of school, which, though known as "public," is actually a very exclusive private institution. Also, in some ways a defence of this type of institution which is in recent years carrying more and more under fire from the Labor Party of Britain.

POLLARD, HUGH M. *Pioneers of Popular Education, 1760-1850* Harvard, 1957. 297p. \$5.50.

An account of persons and developments in popular education in Europe, from Raisen to the Battersea experiment. The author writes in a lively, interesting style and his book should be in the library of every teacher training school.

WAHLQUIST, JOHN T. *An Introduction to American Education.* 2nd ed. Ronald, 1958. 477p. \$5.00.

Unlike a good many "introductions," this book does not try to cover all aspects of education-historical, philosophical, etc. It is a sound, straightforward account of what is going on in American school today. Would serve very well to introduce future teachers to professional education.

## Literature

BOWMAN, SYLVIA E. *The Year 2000.* Bookman Assoc., 1958. 404p. \$6.00.

This "critical biography of Edward Bellamy" is a useful addition to the growing library of reports on the American reform movements of the late 19th century. Miss Bowman writes from a long, intimate familiarity with her subject. The appended bibliography contains the most complete list of writing by Bellamy that is available.

FENTON, CHARLES A. *Stephen Vincent Benet.* Yale, 1958. 436p. \$4.50.

A readable, often charming, biography of an important American man of letters—the first full scale study of the subject. The biographer is appreciative but not adulatory. In telling the story of Benet, he manages to give an account of a good many aspects of America in the Twentieth Century.

KANE, HARNETT T. *The Southern Christmas Book*. McKay, 1958. 337p. \$4.95.

Simply told account of Christmas in different parts of Southern United States. There is ■ backing of research that makes this a valuable contribution to folk literature.

LISCA, PETER. *The Wide World of John Steinbeck*. Rutgers, 1958. 326p. \$5.00.

In this first complete critical study of Steinbeck's novels, they are treated chronologically so as to show the course of the career of one of America's major writers of fiction. The book could have been subtitled *The Rise and Fall of an American Novelist*; Mr. Lisca speaks with reverence of the novels through *East of Eden*, but he considers the more recent ones to resemble the work of a hack. This is ■ useful study.

MORRIS, MRS. HELEN. *Elizabethan Literature*. Oxford Univ., 1958. 239p. \$1.20.

This is an excellent brief survey. It is tightly packed with information and good judgment. It is also delightfully written.

SHAKESPEARE, WILLIAM. *The Life of Timon of Athens*. Cambridge, 1957. 189p. \$3.50. The New Shakespeare series.

In editing this imperfect play, J. C. Maxwell has maintained the excellence characteristic of the series in which it appears. He reviews all the pertinent recent scholarship, including studies of sources, and admirably tackles the baffling critical problems inherent in the play. Textual annotations are generous and helpful.

SHAKESPEARE, WILLIAM. *Troilus and Cressida*. Cambridge, 1957. 254p. \$3.50. The New Shakespeare series.

The careful, copious commentary and annotation of this edition will probably make it ■ part of standard equipment in any serious Shakespeare course that deals with this particular play. Miss Walker deals with most of the critical issues that have been raised by readers. A detailed stage-history is supplied by C. B. Young.

STUART, JESSE. *Plowshare in Heaven*. McGraw Hill, 1958. 273p. \$4.50.

In these stories Jesse Stuart shows the Kentucky hill country in a persuasive, evocative background. It is ■ land of sharp contrasts and powerful traditions, ■ country of violent people who believe in their teachings and tales. It is ■ delightful mixture of homely irony and warm humor. It is a broad picture of the mountain people and their individual ways of life.

WHITE, MAY SMITH. *Upon Returning*. Talaria, 1958. 78p.

The poems on these pages are fresh and charming, ■ quiet overflowing of pure nostalgia. The pen drawings by Caroline Williams add their own flavors, graceful and poetic.

## Music

DEUTSCH, OTTO ERICK. *Schubert: Memoirs by His Friends*. Macmillan, 1958. 501p. \$10.00.

This book is ■ collection of many records, accounts and documents of Schubert's friends, dealing with the great composer's life. It is a continuation of Professor Deutsch's research into the life of Schubert, which began with his "Documentary Biography." The book is well organized and edited with great care. Highly recommended.

## Philosophy and Religion

DRAKE, HENRY L. *The People's Plato*. Phil. Lib., 1958. 633p. \$7.50.

Selections from the works of Plato with a good deal of editorial comment interspersed. Begins with biographies of Plato and Socrates and proceeds to discuss various topics, The Conquest of Self, the Good Life, etc. A good introduction to the world's greatest philosopher for people without formal training in philosophy.

MATHESON, ROBERT. *The Philosophy of All Possible Revelation*. Greenwich, 1957. 100p. \$2.50.



A short essay in idealistic philosophy by the "Recrowned thinker of the Victorian Age." A definitely Christian attempt to answer the nineteenth-century Romantics.

PARK, JOE. *Selected Readings in the Philosophy of Education*. Macmillan, 1958. 440p. \$5.00.

A serious attempt by the compiler to present representative selections from all the chief philosophical schools. This book would serve as a handy reference text for all people occupied with educational work. Philosophy is so often mentioned today and so rarely understood, consulting Mr. Park's volume now and again might promote clear thinking on the topic.

ROSENKRANZ, SAMUEL. *Meaning in Your Life*. Phil. Lib., 1958. 146p. \$3.00.

A brief treatment of a very large subject. Each chapter is divided into a number of brief sections, each of these with a title. The book is thus readable—not a few sittings, however, the sections must be studied and thought about one by one. A good book to introduce interested people to the profounder areas of philosophy.

SCHEFFLER, ISRAEL. *Philosophy and Education*. Allyn & Bacon, 1958. 311p. \$5.75.

A collection of essays dealing with various areas of the philosophy of education written by fifteen recognized authorities in the philosophical field. The section of the chapters, their arrangement, and the editorial comment have been very well done.

### Reference

BUNTING, JAMES E. *Private Independent Schools*. Author, 1958. 1022p. \$7.50.

This excellent handbook continues each year to give accurate and up to date information on private schools.

HUNT, MATE GRAYE. *Values Resource Guide*. Am. Assoc. of Coll. for Teacher Education, 1958. 108p. \$1.00.

First part of this guide includes brief

annotations of books, film, film strips, flat pictures, plays, poems, recordings, dealing with values and selected for possible use by elementary teachers. Second part is an index of this material according to character traits. A useful guide for interested elementary teachers.

KOHL, MARGUERITE AND YOUNG, FREDERICA. *Parties for Children*. Hill & Wang, 1958. 148p. \$3.00.

Practical help for parents, teachers, or recreation directors who furnish entertainment for children 4-12 years of age. Includes ideas for invitations, decorations, favors, atmosphere and games for 50 parties—indoors or outdoors, quiet or active, planned parties or spur of the moment. Recommended.

LARRICK, NANCY. *A Parent's Guide to Children's Reading*. Doubleday, 1958. 283p. \$2.95.

A handbook for parents of pre-school and elementary school children giving valuable guidance in the introduction of children to the world of books. The author answers questions about how children learn to read, and how parents may help them; the comics and TV; poetry; reference books; etc. Includes an annotated bibliography of favorite books.

### Science and Math

CHAMBERLAIN, JOSEPH MILES AND NICHOLSON, T. D. *Planets, Stars and Space*. Creative Educ. Soc., 1957. 223p. \$7.50. Creative Science Series. v. 1.

Truly an outstanding book for beginners in astronomy. Exceptional illustrations. Highly recommended for school and college libraries.

JUPO, FRANK. *The Adventure of Light*. Prentice Hall, 1958. unpaginated. \$2.95.

Colorfully illustrated book. Useful as a guide for a theme on light and progress in lighting. The book is at its best in describing the very early development of lamps.

ROSS, FRANK, JR. *Automation: Servant to Man*. Lothrop, 1958. 212p.



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A worthwhile book presenting the development of computing machines, their potential use to man and a number of their current applications. The interested and discriminating reader will appreciate the many questions the book raises in his own mind. Illustrated by many photographs.

SWAIN, SU ZAN NOGUCKI. *Plants of the Woodland and Wayside*. Garden City, 1958. 57p. \$2.95.

A very attractive book. Youth in the upper grades and the high school will be fascinated by this introduction to botany. Many specimens are identified in colored illustrations. The reader learns to appreciate technical vocabulary without encountering the rather typical early frustrations.

TANNENBAUM, BEULAH AND STILLMAN, MYRA. *Understanding Time*. McGraw Hill, 1958. 143p. \$3.00.

The authors combine history, science, and

anecdote to develop the theme of time. Sun dials, hour glasses, escapement, jewels and seconds, the calendar, and standard time are among the subjects. Will appeal to above the average teen-age reader.

ZUMBERGE, JAMES H. *Elements of Geology*. Wiley, 1958. 382p. \$5.50.

An excellent college text designed for a one-semester course on general and historical geology. The style is clear, details are used with restraint, illustrations are uniformly effective.

## Social Sciences

ADAMS, RANDOLPH. *Political Ideas of the American Revolution*. 3d ed. Barnes & Noble, 1958. 216p. \$1.50.

A worthwhile study of the development of American ideas about the nature of government in the 18th century. The author's attempt to apply these ideas to modern international problems is hardly a credit to an otherwise valuable book. A reprint edition with excellent editorial commentary.

BADEAU, JOHN S. *The Lands Between*. Friendship, 1958. 138p. \$2.95.

An authoritative account of the Middle East—from Morocco to Afghanistan—for mature readers. Attention centers on the land and people, the governments, and religions.

BALDWIN, ALICE M. *The New England Clergy and the American Revolution*. Ungar, 1958. 22p. \$3.75.

Students of the American Revolution will welcome this reprinting of a famous monography. It reminds us anew that many of the political ideas of the Revolution had long-standing colonial roots. Those who have not read the work should be told that the narrow title belies the breadth of the author's observations and insights.

BLIVEN, BRUCE. *The American Revolution, 1760-1783*. Random House, 1958. 182p. \$1.95.

Had Bruce Bliven set out to write a military history of the Revolution he would have written a commendable volume for

young adolescents. Youngsters should enjoy his book but must look elsewhere for an adequate account of the background of the war.

BUCHANAN, FRED A. *Land and People of Scotland*. Lippincott, 1958. 128p. \$2.95.

The geography and history of Scotland are treated in a lively way in this reader, recommended for social studies classes in the high school.

CARTER, HODDING. *The Marquis De Lafayette*. Random House, 1958. 182p. \$1.95.

Although more difficult than most Landmark books, this is one of the most satisfactory volumes in the series. Carter draws a good portrait of the distinguished French hero.

FREEMAN, DOUGLAS SOUTHALL. *Lee of Virginia*. Scribners, 1958. 243p. \$4.50.

This book on the life of General Robert E. Lee is well written. It deals chiefly with the military campaigns of the civil war, giving a step-by-step account. It is an interesting story and will hold your interest and will to read on. All lovers of history will enjoy it.

HAKLUYT, RICHARD. *Voyages and Documents*. Oxford, 1958. 471p. \$2.50.

Here is a handy edition of the famous reports which clearly influenced English colonization efforts. The excellent glossary should be a real benefit to students.

HOBBS, SAMUEL HUNTINGTON, JR. *North Carolina, An Economic and Social Profile*. Univ. of N. C. Pr., 1958. 380p. \$6.00

The volume is exactly what the title implies, and as such it is a mine of well-organized information about every phase of North Carolina's varied resources. This work can be regarded as a model which it is hoped scholars in other states will follow.

HOFSTADER, RICHARD, ED. *Great Issues in American History*. Vol. I. Vintage, 1958. 422p. \$1.25.

The title of this collection of source ma-

terial is deliberately chosen. The intent is not to survey the breadth of American History but to present varying viewpoints on a few key issues. This volume deals with such topics as the Revolution, the Constitution, and the slavery controversy. The author's selections are balanced.

HOFSTADER, RICHARD, ED. *Great Issues in American History*. Vol. II. Vintage, 1958. 452p. \$1.25.

Following the pattern set in the first volume, this book deals with such issues as Reconstruction, Industrialism and Progressivism. As before, the selections made are commendable. The two volumes should make good collateral reading for a survey course. One caveat: the great issues of American history are less politically oriented than the ones chosen in this volume would suggest.

LENGYEL, CORNELL. *Four Days in July*. Doubleday, 1958. 360p. \$4.95.

Neither fist nor frown, not really fiction but written as though it were, this book still manages to command considerable interest. The story is that of the declaring of American independence. It will please those who prefer dialogue to exposition and associate documentation with scholarly pedantry.

MCILWAIN, CHARLES HOWARD. *The American Revolution: A Constitutional Interpretation*. Cornell Univ., 1958. 198p. \$1.75.

Is there constitutional justification for American resistance to the attempts of the English Parliament to legislate for the colony of 1775? This question is the theme of this difficult little book. Professor McIlwain went to great lengths in examining constitutional precedents, and built a very strong argument for his unqualified affirmative answer to this controversial question. Strictly for senior college.

MORAES, FRANCIS ROBERT. *Yonder One World*. Macmillan, 1958. 209p. \$3.75.

A wise Indian journalist reports on his travels in Asia, and interprets what he heard and saw in the light of world developments, particularly with reference to what is going on in Europe and the United States.

# PEABODY *Journal* OF EDUCATION

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# PEABODY JOURNAL OF EDUCATION

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## *Editorial—*

### “A Noble Thing”

Among his many accomplishments, Sir Winston Churchill can write magnificent prose. There is no doubt in the mind of the reader as to what he means and his writing carries force and conviction. Many a fine Churchillian sentence rings like a hammer on an anvil and some of them seem destined to last as long as English is spoken. Brief examination of any one of these will show it to be made up, in the main, of common English words. It is an ordinary English sentence, “which,” Sir Winston says, “is a noble thing.”

Such prose is all too rare nowadays. Even though few people are called upon to address the world on such high themes or at so many critical times as Sir Winston was, few enough can match him in directness, crispness, or clarity. Perhaps vagueness is a desirable quality in “stream of consciousness” novels—I cannot say; I leave them to people who like that sort of thing. Nevertheless with most writing the reader prefers to know what the author is trying to convey without having to read two or three times, to puzzle and ponder, or to wade through heaps of verbal garbage laboriously accumulated in clumsy attempts to prove the obvious.

More and more form letters encumber the mails aiming to sell books. And more and more books, thicker and thicker and more and more hastily written, pour from the presses. Recently I was urged to buy (and presumably to read) a volume which the dealer assured me “contributed insights to a facet” of something or other; I forget what. Educators are not the only guilty ones in this regard. Scientists and

pseudo-scientists—even historians—continue to write fat volumes and to rush them into print without sufficient revision.

The ability to write a small book that deals lucidly and competently with a large topic is rare. Oxford and Cambridge men seem to be particularly adept at this and the reason is not hard to find. Through their undergraduate years they have had to produce a steady stream of essays, reports, and critiques, revising and rewriting until each one meets their tutor's exacting standard. Hard work? Yes, but work that pays off in the skill and ability to write prose that people can and will read.

Training such as this is not readily available everywhere; yet the blame for its lack should not immediately be placed on the schools and colleges, although some of them ought to give more attention to students' writing and speech than they actually do. Though a strong school can do much toward laying the foundation of a good English style, the would-be author lacking this advantage can accomplish a great deal by his own unaided efforts. It was largely in this way that Benjamin Franklin and Abraham Lincoln learned to write truly great prose. Working over a sentence or paragraph until it says clearly and succinctly just what one wants it to say is hard and calls for energy and determination, but the result is worth the effort. Vague, abstract, sloppy, ill-constructed prose is a poor compliment to the prospective reader. Life is short, so why waste it struggling with bad prose?—or poetry either, for that matter?

Sir Winston is of the opinion that children should begin learning to write and speak their language early. He proposes a drastic remedy for indolence or laziness. “. . . the only thing I would whip them for,” he says, “would be for not knowing English. I would whip them hard for that.” Reports of surveys, magazine articles, “letters to the editor,” and suchlike reveal of late an increasing willingness on the part of the American public (even including a psychiatrist here and there) to have children paddled when they need it—someone else's children, probably. Perhaps if assurance were given of paddling “the whole child” even some educators would fall into line and try the treatment that Sir Winston recommends.

CLIFTON L. HALL

# And Seldom is Heard an Encouraging Word

## *A foreigner's look at American Education*

A. L. McLEOD  
Teachers College  
Fredonia, New York

In the past year and a half there have appeared hundreds of articles in lay and professional journals all intent upon discovering, for the public good (or so we are led to believe), the multiple and serious weaknesses of the American system of public education. And it would appear, from a careful reading of these articles, that their authors are not especially well informed on the educational systems of other countries: the educational systems which they laud and which they suggest as a panacea for the ills of their own educational system.

In particular, the educational system of the British countries has been extolled. Primarily, I imagine, because the British Commonwealth has a common democratic philosophy and because one should hope to find in a country of similar social and political aspirations a closer and more appropriate model for an educational system than in a totalitarian state. One must concede that, in looking for a guide in matters of educational reform, critics of the American system are better advised to investigate the British Commonwealth countries' educational systems than to investigate the Russian—or even, for that matter, the central European.

But the British Commonwealth countries' educational systems have much less to offer in the way of educational philosophy than many people—especially the vocal critics of American practice—are prepared to allow. In fact, their present-day practice is in many instances a belated acceptance of American educational advances.

In elementary education, for example, the United States has presented the western nations with considerable innovations. Largely as a result of the educational philosophy of John Dewey—who has no British

counterpart in the present century—United States schools pioneered the project method, the integration of subject matter in early grades, the teaching of languages in the elementary school and special techniques for teaching bi-lingual, advanced, backward and physically handicapped children. Now the other nations of the world are doing likewise: or as much as their restricted educational budgets will allow. But they all aspire to just these American innovations. Reforms in the teaching of reading have been especially carefully watched from overseas and there has, since the thirties, been a steady flow of overseas educational administrators to such centres of advanced study in education as Teachers College, Columbia University, Stanford University and the University of Illinois. Even in distant Australia teacher trainees still hear of the Winnetka plan, of Louella Cole, of Thorndike, of Terman and of *Teachers College Record*. There are no comparable names from Canada, France, Britain, Germany—or Russia! The fact that present teacher trainees in Australia, New Zealand, South Africa and Canada are brought face to face with the writings and work of these pioneers in the modern elementary curriculum would seem to suggest that America has made a notable contribution to at least this one area of modern educational thought.

At the secondary level America has been responsible for many of the modern changes in the traditional educational structure. The segregation of the sexes for high school education that still persists in the British countries is gradually disappearing. Royal Commission after Royal Commission has recommended against the continued segregation of the sexes in secondary schools: but it is a long time between recommendation and implementation.

Educationists of two and three generations ago saw that it was unreliable to place complete faith in a single annual examination in high school. Yet the annual examination is to this day the rule rather than the exception in British schools. A “bad day” on examination day and a child’s academic future is blighted. The American method of periodic examinations is both a better method of testing achievement and a more desirable form of examination.

Overseas, at least in British Commonwealth countries, the school to which a child proceeds after elementary education is determined by his results on a state-supervised examination at the end of sixth grade



and by a consideration of his I.Q. Only those children who pass the "Primary Final" examination in sixth grade and who also have an I.Q. of 120 or more are entitled to proceed to a High School—a secondary academic school. The others, depending upon examination results and measured I.Q. are distributed among Home Science Schools, Commercial Schools, Technical Schools, Junior Technical Schools and Central Schools.

Of these several schools the Central School is the least respectable academically: it is a "holding center" for dull students who are expected, when they reach leaving age at about 15, to enter unskilled occupations.

Girls at such schools are offered a "watered down" version of the standard academic curriculum, a curriculum designed by University professors for prospective university students who number about five per cent of the total school population. But girls are provided with "domestic science" courses in needlework and cooking and boys are given metalwork and woodwork. Whether the school be in Australia or in Britain (where it is called a "secondary modern"), the general picture is the same.

The effect of such a definite segregation of children, based upon test results and I.Q. may seem advantageous: the several kinds of schools are homogeneous in their student make-up. But the real problem is a moral one: is it proper, at age 12, to decide that a child is to be given a curriculum that will deny him the opportunity to become, later in life, a member of the professions or of the skilled artisan class? For it must be remembered that only the curriculum of the High School permits entry to the universities and colleges.

The essentially undemocratic and unreliable sorting out of children at the end of the elementary course is under serious critical attack at the present in New Zealand and Australia. People feel that I.Q. test results are too often unreliable when taken at age twelve. These countries are in immediate and urgent need of greater numbers of trained personnel. The solution is to have more people admitted to the universities and colleges. And this solution, in turn, depends upon admitting greater numbers to academic High Schools, or in making it possible for children to transfer from one curriculum to another within the one school. And so there is a definite move towards the "multilateral" type

of school. In the future, then, the "late-bloomer" will be able to transfer from the "general" curriculum to the academic as he progresses and the "meteor" will be able to fall back into the "general" curriculum as his intellectual fuel burns out. So the pattern developed in the United States of co-educational multilateral secondary schools is being imitated overseas. The old-world idea of segregating boys and girls and, even within those groups of segregating bright, average and dull students into their own schools is disappearing. The social stigma attached to attending a Junior Technical School or a Home Science School will end, and the intellectual snobbery resulting from being sent to an academic High School will cease.

In the matter of teacher training the United States is again far ahead of the British Commonwealth countries. In Canada, for example, a one-year course of training is offered graduates of the thirteen-year high schools. In Tasmania, Australia's most southern state, a one-year course is offered for graduates of the twelve-year high schools. But the general rule, in Canada, Australia, South Africa and New Zealand is two years of Teachers College training for elementary school teachers and four years for high school teachers. This, as it can be seen, is precisely the old Normal School pattern that prevailed in the United States before the 1930's. In Britain the teachers colleges will commence a third-year program in 1960: but still there is no talk of granting college or university status to those who graduate from the three-year course of study. Throughout the British Commonwealth the teachers colleges are regarded as inferior educational institutions. They grant neither diplomas nor degrees. Just "Teaching Certificates." A "graduate" of a teachers college can expect to obtain no credit towards a university degree if he enrolls at a university after having completed his teacher training. It is little wonder that the faculties of the teachers colleges are either second-rate persons or young ones who accept the opportunity to work in "tertiary education" and then move into the universities. The American concept of equal training for elementary and high school teachers is being accepted, however: in all countries of the British Commonwealth one hears constant pleas for three and even four-year courses in the teachers colleges and for degree status for the colleges. But the teachers colleges will have to raise their standards greatly if their degrees are to be meaningful; at

present they accept almost anyone who completes high school—not even placing a “top fifth” restriction for admission! And they will have to provide some liberal education in their curricula.

In the British universities one finds as great a variety of institutions as one finds in America—though most Americans tend to think of them as a group of remarkable uniformity of high standards and remarkable homogeneity in organization. True, Oxford and Cambridge are good universities. But they are no better than Harvard, Yale, Princeton and California Institute of Technology. In fact, Oxford’s B.A. (Pass degree) was of such low repute just a decade ago that the Colleges refused to accept students who were not prepared to read for the Honors Degree. And an Oxford graduate still gets his M.A. simply by paying a fee. In the Scottish universities the matter of gaining an advanced degree is simplified further by the actual elimination of the bachelor’s degree, so that after three years of study a student is awarded the M.A. degree. In the matter of the doctorate the British universities have a wide variety of degrees to offer. Just as with the M.A. and B.A., the doctorate comes in various levels of honor. The B.A. can be obtained as a Pass Degree, or with Honors Class I, Class II, Class III or Class IV. The Fourth Class Honors graduate never indicates the class in which he was placed but chooses, simply, to describe his degree as an “Honors degree.” The dedicated research scholar publishes his findings in a scholarly journal or as a book and, after at least a year, applies for the degree of Doctor of Science—or Doctor of Letters. But if he is a young “degree hunter” he aims for a regular Ph.D. by thesis and examination. If, perchance, his thesis and examination results are not as good as expected, he can be awarded an M.Litt. or B.Litt. degree in the humanities or an M.Sc. degree in the sciences. Few American institutions afford so comfortable an arrangement for weaker doctoral candidates.

Much fun has been made of American universities: their courses, their alumni and their interests in sports. But there are professors of brewing in Manchester and Sheffield, a Professor of Leather Technology in Rhodes University, South Africa, and a Professor of Wool Technology in Sydney. And there is a course in the management of manorial estates at Cambridge. British universities are now establishing Public Relations Offices: and their directors are charged with the responsibility

of establishing alumni funds, of creating better goodwill for the universities among graduates and the public, and such other matters that had formerly been dubbed with all manner of unpleasant epithets which suggested that Madison Avenue was running the American university scene.

Only in 1949 did the Government of New South Wales get around to implementing a recommendation of former professor Davis Starr Jordan that a second university should be opened in Sydney, and that it should be a "technical university." Now the Government of Victoria is establishing a similar university in Melbourne. It is the old story: criticize American educational experiments until they prove successful and then ape them.

Although he did a great deal of good for medical education in the United States, Abraham Flexner must be regarded as the "bad old man" of American Education at large. His *Universities: American, English and German*, widely read overseas, has done more harm for the reputation of American education than any other book—or any educational experiment that proved worthless. It has created a sorry, sad legacy of misunderstanding and misinformation.

When one looks over the whole field of American education several features, unmistakably bad, are readily visible. But when one looks carefully, it is possible to see many noteworthy features that have been accepted overseas and which have, in fact, helped modify overseas educational practices. These we should not lose sight of; and we should not fail to afford overseas educational schemes the same critical eye that we use on our own.



# College Administration—An Art and a Test

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In my work I have had the chance to know personally about 400 college and university presidents. At night when spells of insomnia hit me I sometimes count presidents instead of sheep. The last time I did this the number reached 403. This list contains the names of many wise presidents—and like the biblical parable of the virgins there are some not so wise. In observing the practices followed by both the wise and foolish, the newly elected president may glean many helpful points and some important warnings. In fact, there is much to learn from both groups. By emulating the wise he can make rapid progress in his work. By noting the foibles of the foolish he can avoid many pitfalls along the way.

At the outset we may note that practically all new presidents start from the same mark. Very few of the truly great presidents had gained distinction when they began their work. They had reflected an aptitude for administration and commitment to educational idealism. Greatness came as the increment to personal growth and from periods of service extending over a number of years. That a president should not look for the fruits from his labor in less than ten years is an axiom drawn from wide observation. Some newly elected presidents have been fortunate enough to follow an effective administration and have garnered the fruits of it in the early years of their work. But every new president should recognize that the fruits derived from his own planting are the real test of his leadership. A college president who hopes for success must have both a willingness to work and patience to wait for the fruits of his efforts. He among all persons must learn that a reaper cannot be hitched on to a plow.

For our special consideration I have selected five presidents who personify some of the essential qualifications for the high office. In a measure these characteristics, along with all other essential features of college administration, have been blended into the life of each one. However, one special quality emerged to become more prominent than the others.

## I.

The man who stands at the top of this list is one who, in the judgment of many, possessed the best understanding of the nature and responsibilities of the office of president. He rose in his profession until his standing and reputation reached far beyond the boundaries of his immediate constituency. When he became a president he resolved that he would become acquainted with all facets of college life. He read all he could find about the operation of institutions of higher education and sought advice regularly from others who knew the various areas of the work. Few deans had a wider knowledge of academic procedures and curricular programs in higher education than he acquired. He was not a "babe" in the business office and came to have an uncanny understanding of financial problems. His college never reported a deficit, yet his administration covered a period of depression when deficits etched away endowments and piled up huge debts in many institutions. His intimate knowledge did not cause him to usurp the work of other administration offices. In fact, two of the best-known business officers in the nation began at his institution.

People who knew him thought of him as an educational technician. The regional associations regarded him as one of the most competent academic analysts and called upon him to appraise institutions. He could visit a college library and quickly detect which departments in the school were alive and effective.

But in all this he was more than an academician. Few presidents have had finer rapport with students and staffs. He earned his place as a distinguished leader, not as an expert away from his home base but on it. The institution where he established himself as an educator was a very ordinary, run-down college when he became president. When he retired, it was a great quality institution undergirded with a

financial foundation that placed it high on the list of well-endowed schools.

As a sort of sage among the college presidents, his counsel was sought frequently by presidents. Once he told a new one that a good administrator ought to do at once the things that needed to be done and leave alone the others which would ultimately solve themselves. When asked how one could distinguish between the two, he replied, "That's the catch in this work." This points up the difference between an effective president and an ineffective one. It is largely reflected in the timing of regular administrative decisions. These are more likely to be judicious and dependable if the president knows thoroughly the nature of the work that belongs to his office.

## II.

The second college president who looms in my thinking as one to emulate was a committed churchman. He knew and loved his church. His father and his paternal grandfather were Methodist preachers and an uncle was a Methodist bishop. His religion, however, was not an inherited tradition but a living, vital experience. As a president he never allowed the "busy-ness" of the college office to crowd God to the back of his life. When he came to his task he expressed the desire to master the office and not permit it to master him. Through his years as president he remained a part of the total life of the church, and though he was separated from a pulpit, he was not detached from the church. He kept his prophetic role intact and when he spoke he gave the people an arresting word about God.

As a churchman he was at home in the meetings where policies and programs were made. His interest in the sessions of his annual conference reached beyond the financial concerns of his institution. As a college president he was a servant of the church, and he tried to keep his institution geared into the redemptive mission of the church. One of the most incisive series of lectures on the evangelistic mission of the church was given at a summer assembly a few months before he died.

## III.

Another president who left as a memorial to his thirty years of service

an influential institution with substantial endowment and excellent plant built his administration around the principle: "Plan for fifty years, but think ahead five hundred years." He became the president of a weak college at a time when its prospects were doubtful and no one desired the place. Under his direction an imposing college plant rose upon a piece of unattractive vacant land. Before a new building was erected, however, a wide study was made of college buildings and a type of architecture was selected which would fit the campus and region. The first building was carefully planned and set the tone of the campus and the other buildings to follow. So firmly was the program established that any deviation from it would be like a discordant note in a musical score. Now the campus stands not only as a show place but as a good model.

But planning ahead goes beyond architecture. It determines the nature of the institution itself. From the talk heard, one can conclude that almost every president expects his institution to become a "quality" institution. But many fail to relate this ambition to careful planning. For instance, a school which thinks it must compromise on its admission policies and admit all students who apply will soon find that it has no power to draw desirable students who come from the communities which send the undesirable ones. If a president wants a quality college, he must definitely plan for it. This will involve admission and personnel policies. Planning and thinking ahead will cause the president to accept each administrative decision as an opportunity for the up-grading of his institution.

Many institutions have failed to rise to greatness because they did not have well-thought-out plans for their development. Others have shifted plans, goals and architecture with each change in administration. A college's chance for significance is most hopeful when all who are responsible for its life regard it always in the state of becoming and have for it goals covering the years ahead.

#### IV.

The fourth president in his time witnessed one of the most significant educational developments in the life of the church and nation. The institution over which he presided is accepted as one of the most impor-



tant of its kind in the nation. Its resources are computed in eight figures. Yet this man is selected not because of the large endowment and new buildings added to the educational plant. He is singled out because of his knowledge of the lasting values of education. He was not only a continuous advocate of quality education but his practices produced it. In particular did he see the relationship of quality education to the teaching program. He never identified education with the physical plant but always with persons. He had observed that it is always easier to improve and embellish the log than to find a Mark Hopkins. With rare skill he selected growing young professors and watched them become leaders in their fields. Sometimes he lost to another institution one of the teachers he had picked. But he always felt that the lift the growing person gave the institution offset the inconvenience associated with the loss. The greatest mark of his success as a president, he likes to say, was in the discovery he made of potentially great teachers.

One's ability to judge the qualifications of applicants for college positions requires an understanding of what is actually important. This president did not believe that he needed to sacrifice character and integrity in order to secure men with teaching skill and intellectual competence. He believed intensely in the Christian aspects of education and was convinced that all things being equal, the safest risk was always in a committed Christian.

This stands in direct contrast to an experience related by William Lyons Phelps in his autobiography. He was interviewed for a position by the president of Bryn Mawr College. In the course of the interview the president asked Phelps about his views on religion. Phelps in reply told her that he was a Christian and a member of an evangelical church. She was disappointed and said, "I am deeply distressed to hear this. I am anxious for our girls to be left with entirely free and open minds. I do not want them unduly influenced by religious doctrines or biased by any theological or superstitious views." The record established by Phelps at Yale University vindicates the belief mentioned above, namely, that all things being equal, the committed Christian professor is a safe risk for a college president to take.

## V.

The last quality to lift up here centers around magnanimity. Big

men are needed for the guiding of our educational institutions. Bigness, as far as colleges are concerned, is most frequently associated with the business operations. But magnanimity is a trait needed to help a man keep his poise. The office itself magnifies the man who holds it. His views are respected and deference is paid to him both as a citizen and leader. It therefore becomes easy for a president to get a perverted view of his own importance and think of himself more highly than he should.

The president with whom I am associating this trait served a college in a small town many years. Someone has said, "Man made the city, God made the country, and the devil made the small town." At any rate, the cross currents in the small town always threaten the poise of a president in it. This one, however, never lost his balance. Many members of his board were from the usual business enterprises of such a town—the bank, small shops and stores. Their training and background had not been such to encourage the wide horizons needed for progressive planning. They kept aware of all the happenings on the campus. Sometimes when they heard of faculty changes and student behavior, they forgot that board members are not called to administer the school but only to share in forming its policy and legislating for it. This president had his patience strained many times, but he never met littleness with littleness. His magnanimity gave him the right perspective toward the work which had been done before he came. He had a generous and appreciative attitude toward his immediate predecessor. It did not hurt him to give credit to others when credit was due.

Sometimes men at the beginning of their work as presidents think that they may prove their qualifications for the office by playing up the deficiencies and liabilities which they inherit. In doing this, they usually overlook the assets they find. Magnanimity helps one to rise above pettiness and self-aggrandizement. It does not reflect weakness of character, but points toward moral and intellectual strength. By cultivating this trait a president enhances his usefulness, lengthens the years of his service to the institution, and grows in the respect and affections of his constituency.

#### FIVE FOOLISH PRESIDENTS

Along with these five wise presidents I have selected five others who

in many ways stand in direct contrast to them. Some had fairly successful careers but missed the chance for real greatness. They were not foolish in the sense of having low I.Q.'s. They were impractical and lacked a sense of realism and understanding. None of them are presidents now, and their departure from the institutions they served was associated with problems that they failed to meet or properly understand.

One president thought he could spend his institution to success. In fact, he belonged to the group that believes there are no administrative problems that money will not solve. The immediate need of his school was regional accreditation. However, both he and his board learned that it took more than money to solve the problem of accreditation. They had assumed that the securing of accreditation was in itself a mechanical process. You spend so much for library, adopt a certain salary schedule, and presto—you are accredited. To its sorrow, the board found that no college can spend its way to accreditation. Accreditation is something that must be merited and has a very close relationship to sound academic and fiscal practices. A college president must be neither a spendthrift nor a miser, but one who understands how to dispense funds intelligently, constructively, and proportionately.

Another man assumed the office of president without taking any responsibility for financial operations. Upon election, he informed his board members that it was up to them to raise the money needed for the school. He, as the president, would operate the school but not be its financial agent. He was naive enough to believe that he could serve as the institution's administrative officer without becoming the director of financial development.

The president's office, effective presidents know, cannot be disassociated from the responsibility of finding money for the growth and development of the institution. This does not mean that the president should carry the entire load by himself. He needs help, particularly the alert and understanding assistance of a dedicated board of trustees. But the era in which the educational institutions operate calls for men who know the value of public relations and are able to draw favorable constituency for the college. One of the great privileges that comes to a college president is in being able to help some man of means to dis-

cover the joy of investing his wealth in Christian education.

Another president earned his place among the mortals by refusing to take his colleagues into his confidence. This was particularly true in his dealings with the board of trustees. His board report and recommendations would contain what might be called "surprise" material. This he presented with an urgency for immediate action. Frequently against the best judgment of the board, actions would be pressured which later would prove to be embarrassing to the institution.

A college president, to avoid this criticism, needs to keep his board fully informed about plans and problems. One distinguished university president boasted that during his long administration no action was passed by his board with a dissenting vote. On all proposals the board was fully informed and action when doubtful was withheld until there could be a complete meeting of the minds. Naturally, this policy demands that all must be ready to make allowances, adjustments, and compromises, but where the first interest centers about the institution itself and not personal ambitions, a board can be kept relatively free from friction and misunderstanding.

The fifth and final president also fell a little short of true greatness. On the platform he was both convincing and impressive; and his speeches were always in wide demand by service clubs and lay organizations. Because of his geniality and acceptability many concluded that all was well at the college's home base. But a day of accounting came, and it was found that for several years the very life blood of his school was being lost. Endowments built up there a half a century had been hypothecated for current expenses. When it became evident that faculty salaries could no longer be kept on a respectable level, many left. Accreditation was withdrawn and the institution was plunged into a long period of struggle for its very existence.

This president used his college to get a way of life which brought him great personal satisfaction. He loved the exhilaration that came from the warm response given by enthusiastic hearers. Unfortunately, his board did not understand that the office of a college administrator demands more than an entertaining speaker. It does take more collective courage than can sometimes be mustered to meet a situation in which a popular president is involved.



This type of president who tries to talk, if not bluff, his college to success appears perennially at some college. His election is possible because board members want their college to have a popular front leader with wide acceptability. But it is clear that no college can move upward unless its chief executive is a man whose primary qualifications are identified with the main business of the institution—educational administration.

The singling out of five wise and five foolish does not exhaust the list. Neither does it create a classification into which every president falls. Most of the presidents who make a success of their work incorporate in their lives some of the virtues found in the able presidents, and let those associated with the foolish presidents stand as warnings to college administrators. In fact, these mentioned represent only five of the deadly sins which must be avoided.

The way to success has been carefully charted for men who desire to succeed as presidents. All of the known short cuts to success have been tried and found to be deceptive mirages. A man who enters the high office of college president fortunately can find the biographies of many eminent educators! These can serve both as a source of guidance and inspiration.

# Cultural Pitfalls of a Foreign Educational Adviser

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There is an old Oriental story which accurately depicts the plight of an unwary foreign educational adviser. The story goes like this: Once upon a time there was a great flood, and involved in this flood were two creatures, a monkey and a fish. Now the monkey, being agile and experienced, was lucky enough to scramble up a tree and escape the raging waters. As he looked down from his safe perch, he saw the poor fish struggling against the swift current. With the very best of intentions, he reached down and lifted the fish from the water. The result was inevitable.

The educational adviser, unless he is a careful student on his own culture and the culture in which he works, will be acting much like the monkey; and, with the most laudable of intentions, he may make decisions equally disastrous. Using Korea as a case in point, I will describe some of the cultural pitfalls facing an American working in that country. This will involve an examination of some of the basic assumptions, or "unconscious canons of choice" as Ruth Benedict called them, of the Korean people. This analysis will be made in terms of the behavior promoted by such assumptions which may appear to be illogical or unintelligible to a Western adviser. Many of the value orientations described here also appear in other East Asian countries where similar cultural roots may be found. Japan and Korea for example, were both greatly influenced by a variety of cultural forces emanating from China, the most profound of which has been called Confucianism. However, sharply contrasting twentieth century forces of militarism, communism and democracy have brought elements of noticeable dissimilarity among Asian countries making extensive generalizations dangerous.

The first obvious cultural difference noted by the American in Korea is regarded by some to be a most important element in differentiating

cultures. This is the perspective with which a nation views the process of time. For the terms of our discussion this will be called *time orientation*. All peoples must examine problems rooted in the present or past and yet must try to anticipate the future. However, the differences toward the view of time to be pointed out here are related to the degree of precedence given. The American, for example, has historically looked with pleasant anticipation toward the future. Tomorrow is expected to be brighter than today, and, with minor exceptions, only things bigger and better can be envisioned for the future. History itself is often viewed as a continuum of progress with each succeeding generation considered more advanced than the former. And, American schools consider that one of their major functions is the examination of the present that their products may better plan the future.

Contrast this with the Korean culture which historically has been oriented to the past; where the Good Life has been completely defined in terms of past living, where history has largely been viewed as cyclical—with the future regarded as a mere repetition of some portion of the past, and where innovations in terms of things bigger and better may be disrespectful to one's ancestors. The American technical adviser, geared "to getting things done" and "getting things moving" is often frustrated by situations in which his Korean colleagues appear to be moving too slowly or even stalling. Conversely, the American by his direct approach may appear exceedingly rude to the Korean who sees no reason to be upset over current ills since the good times of the past are bound to reappear.

Korea, historically then has not viewed its institutions as developmental. Students, while not adept at operational thinking, however, often pursue with skill intellectual and aesthetic interests. In so doing they at times exhibit characteristics which make the current and future oriented American seem superficial. Education in this setting could not be expected to be dynamic or experimental, and until the Japanese introduced colonial-flavored modern education in the twentieth century, the Korean school system was designed only to perpetuate the best of the past in an unaltered form. From ancient times the prescribed curriculum was the written wisdom of the Chinese sages and constituted what might be called a series of Asian Great Books. From the tender age when he memorized his first Chinese character until many years

later when, if exceptionally able, he might pass the royal examination and become a government official the curriculum of the scholar was the literature of the past. He studied not only the ideas involved but the author's phraseology and his technique of calligraphy. He studied to imitate rather than to exceed; he studied to conform rather than to create. Education that was prized was divorced entirely from the social, economic and scientific problems of the present.

A second cultural difference lies in the relation of man and nature or what might be called *man-nature orientation*. In America man has increasingly expected to gain mastery over nature and he has watched his wildest expectations come true. Mountains he crossed, tunneled through, or even pulverized. Rivers proved no obstacle to his energy for these were easily dammed or bridged. In the East Asian culture man has not been as concerned with gaining mastery over his environment as he has been in living in harmony with it. Mountains even though they might obstruct travel and rivers even though they might be impassable during certain seasons have not been viewed as frustrating inconveniences. Rather, these are but historical facts to which man must discipline himself. The challenge lies not in constructing new weapons for mastery but in developing a new degree of resignedness.

As with time orientation the traditional view held by Koreans with respect to nature has not contributed to a dynamic educational system. If man does not seek mastery over nature, there is little need for the schools to be concerned with the tools and skills for manipulating the physical universe. Rather, schools should be concerned with developing the person of meditation who seeks to avoid the common, tedious, daily environment by finding and developing problems in a more abstract or aesthetic realm. The educated man is the man of contemplation who carries about him at all times an air of peace and tranquility. His view toward the natural environment is shown in many and diverse ways, but perhaps best expressed in his works of art in which he so often chooses as his subject the essential harmoniousness of the universe and avoids portraying the raucous world of change and discord.

This view of man's relation to nature coupled with his orientation to time have created what Thorsten Veblen once called "a poverty of wants." Among the great bulk of the population of Korea little need is felt for the fruits of an educational system geared to produce the wide



variety of skills and understandings needed to revamp and improve the existing mode of life. This does not mean that the less sophisticated people lack educational drive. On the contrary individual families willingly make tremendous sacrifice to obtain schooling for their children. Yet these same families exert no pressure toward making the school an economically oriented institution capable of teaching functional knowledge. The urgency of keeping up to date lest history leave you behind or nature overwhelm you is not present to the same extent in the Korean culture as in the American. The goal of Korean education was, until the recent impact of Western culture, adjustment rather than improvement.

A third cultural difference could be called *power and status orientation*. America has been proud of its decentralization of political and educational responsibilities. Under a system where considerable power is exercised at the state and local levels, every citizen becomes a leader, inasmuch as he has the right to share in decision-making. The town meeting, the school board, and all the trappings of direct and representative democracy have been widely eulogized. The American citizen more than his foreign brother, it has been said, because of these opportunities, is a more sophisticated voter; and the American student a more independent learner, as well as a better team man. Obviously there is more than a little jingoism mixed in these interpretations. Nevertheless, the fact remains that America is still committed largely to the belief in shared decision-making.

A power structure has existed in Korea that equated position with authority while social custom has further equated authority with validity. This hierarchal structure and manner of decision-making are also reflected in the classroom and in the family. The teacher and the father both occupy positions of ultimate trust, respect, power. Their word is law. The obvious difficulty of using modern educational methods within this framework is readily seen. The school in both fostering cooperation and stressing at the same time reliance on the individual's ability to solve his own problems runs into conflict with family and societal tradition. Moreover, the school finds it difficult itself to break down its historical authoritarian structure for fear that the teacher may lose the traditional respect felt for him.

The organization and administration of Korean education reflects

the power structure found elsewhere in Korean society. Until 1948 and to a gradually modifying degree since then, Korean education has operated within a framework that was highly centralized. Major decisions emanated from the Ministry of Education. Even though opportunities for local control have been provided, they have not been taken advantage of, and lesser educational officials invariably refuse to take responsibility for decisions clearly within their jurisdiction but prefer the decisions to be made "higher up." The danger, in addition to the perpetuation of authoritarian procedures, is that the bases for determining professional action are largely founded on judgmental evidence as represented by the expressions of a status person rather than on factual evidence.

There are further and widespread educational implications of this lineally organized society. As with individuals in an organization the schools have a definite rank order as do the courses of study within the school. Since academic subjects carry the most prestige the technical and vocational schools, in attempting to gain recognition, tend to de-emphasize the applied parts of their curriculum. There is so much status value attached to abstract and difficult works that Korean students enjoy being immersed in little understood concepts and often rebel in studying subjects within their comprehension. Two examples from the teaching of English will illustrate this characteristic: (1) George Washington's *Farewell Address* is typical of the content of the beginning English readers although any but the most naive realizes that such material is unintelligible to the novice; (2) in spite of the fact that their English is taught during fewer hours per year students from normal schools (high school level institutions) insist on using the same English textbooks as used in regular high schools.

Language is another major curriculum problem which is rooted partly in status factors. Although a simple phonetic alphabet, Hangul, had been developed in Korea in the fifteenth century, it had never been widely accepted by scholars. Government officials historically have used a written language based on Chinese characters which served to create and perpetuate the gulf between the Korean people and their culture. During the latter part of the Japanese annexation to further complicate matters the Koreans were required to use the Japanese language on all occasions. After being freed from colonial status,

Korea erased most traces of the Japanese language, and the vernacular was not only re-introduced into the schools but also increasingly stressed in all literature.

The net result of this complex language situation is that Korea in 1959 finds itself with very little professional literature appropriate for students at the secondary school and college levels. There are few modern technical or professional books written in Chinese, and the children entering school after 1945 have been receiving only limited work with Chinese characters anyway. Most of the books written in Japanese (and all educated Korean adults are fluent in this language) have been destroyed. Moreover, the generation of Koreans now in school have no familiarity with the Japanese language. And at the present time, in spite of official government urgings, newspapers and most professional periodicals are being made incomprehensible to a major portion of the Korean population by the inclusion of a large number of Chinese characters rather than relying on the vernacular.\*

The indirect influences of the West through Japanese colonialism and the direct contacts since 1945 have forced a re-examination of Korean value orientations. The awkward attempts to industrialize and democratize a nation with a long agrarian and authoritarian heritage have produced a considerable number of inconsistencies within the Korean society. For example, the political party in power one day exalts democratic freedoms, yet on the next orders all students to participate in "spontaneous demonstration" to promote a particular party bias. Police in one section of the country initiate youth clubs to combat delinquency yet themselves at times use techniques bordering on barbarism. The government through all avenues of propaganda promotes moral education, yet the bribe often is the only resort for the Korean citizen who attempts to get action through official channels. Such discrepancies indicate not only policy incongruities and personal confusion but also identify a major obstacle to a smooth cultural transition in Korea. Unity, loyalty and morality are well defined and practiced in the family but these qualities are yet to be raised to the societal level.

The role of the foreign educational adviser in this setting is, then,

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\* It is interesting to note in this regard that under communism North Korea has made great strides in eliminating the use of Chinese characters, simplifying and refining the pure Korean. It appears that all literature being published in North Korea uses only the simple, practical Hangul script.

both sensitive and difficult. His knowledge and skills are, to a certain extent, culture-bound, and unintelligible or incongruous in new surroundings. Yet, it may be precisely his new perspective that is badly needed. The task of technical assistance can obviously not be defined as "teaching them to do it our way." But neither is the counter alternative "helping them to do what they wish to do better" completely satisfactory. The former, runs the danger of technical inapplicability or of cultural resistance; while the latter may involve no substantial progress toward the newer and only partially defined goals. The adviser by his increased technical knowledge sheds light on possible alternatives but neither through coercion or persuasion does he determine the direction of change. Rather, perhaps the adviser can best be likened to a catalyst. By bringing his knowledge and experience and points of view to the new situation, his role is to speed desirable change. To fulfill this role adequately the adviser must be a student of the culture and metaculture. He must establish guidelines that will determine in broad outline educational priorities acceptable to the host nation. He must face up to the enigmatic problem of focusing attention on grass-roots education—increasing literacy, helping the farmer to eke out a slightly bigger yield per acre, etc.—or striking out on a broad scale to teach the highly developed skills and understandings needed by a nation moving toward industrialization. Since it is extremely difficult or impossible to change a cultural pattern by attacking its isolated parts, he must answer the question whether the establishment of a few model projects can be justified in hopes that their influence will spread.

Korea is a nation in the throes of a rapid but uneven cultural change. While members of the older generation may still cling to the belief that "the scholar should neither shoulder a carrying pole nor lift a basket," young students are beginning to seek the skills requisite for nudging an ancient culture toward new directions. In Korea, as in any developing country, cultural modification depends primarily on the initiative and drive of the people. Through his minor but vital role, the adviser, by participating from the beginning with the people whose lives are being affected, may be able to lessen the traumatic effects of such change.



# Teachers Should Teach

**MARIANN MARSHALL**  
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**Chicago**

Time was when teachers were teachers. They specialized in subject matter. Their major concern was with that segment of the child's life which was spent in school. Their purpose was to expose each group of children to a particular body of material so that when a child graduated it would signify that he had been taught in certain prescribed areas. There were generally accepted standards that applied to all graduates. There were minimum essentials to be grasped before a child could be promoted from one grade to another.

But the sphere of influence encompassed by the school has widened. Demands on a teacher's versatility have increased. Parents have been deemed incapable or negligent in the instruction and guidance of their children in non-academic matters. The community and the church are thought, by many, to have fallen short in meeting their responsibilities.

The teacher is expected to teach subject matter and to discipline her pupils, but in addition she is supposed to act as counselor, guide, substitute parent and amateur psychologist. Of course, she also has clerical duties, functions in adult education and is a catch-all for a variety of community activities.

With the added number of classes on the one-hand and the increased extra-curricular duties on the other, can we be surprised that the basic tools are neglected and that teachers seem to be less well versed in subject matter than previously?

Ours is a psychology-oriented era devoted to probing and venting. We glibly toss about the terminology of the psychiatrist. No longer do we respect surfaces and boundaries. We generalize instead of specialize. Teachers look for the cause behind the cause of Johnny's failure. And this is all well and good, up to a point. But too many go beyond their own understanding in trying to analyze or in making recommendations to parents. Teachers meddle in the lives and affairs of children delving into matters which are actually none of their business. The

true role of the teacher has become hopelessly confused. Part of this is the fault of the teacher and part the pressure of society. The teacher should stop being jack of all trades and master of none. He must make a choice as to whether he shall be a community servant or a professional person.

It is my feeling that what our present educational ferment needs is more professional teachers. By that I mean intelligent, emotionally well-balanced individuals who are well versed in their subject matter areas and experts in the art of teaching. Changes must come about in several areas before teachers can function at top level. There must be a change on the part of the American public towards education and those who teach. Qualifications for teachers must be raised in order that those in the profession will command greater respect. Which shall or must come first, it is difficult to say. Maybe we should work in both areas at the same time. If professional standards are to be raised, then teacher training must go through a radical upheaval. Too many courses in education are meaningless and unrealistic. The courses should be more challenging, more functional, less traditional.

Teachers need to change their attitudes towards themselves. Too many are overly humble, apologetic, insecure. Teaching requires bold, positive people who realize their potential as opinion moulders and character developers. They should know that it is on their work that the basis of continued democracy rests. They must wish earnestly and whole heartedly to be teachers—not family counselors, amateur psychologists, substitute parents, clerks, community servants. Teachers should be teachers—subject matter specialists versed in the art of teaching. The home, the church and the community must handle their own problems and responsibilities towards the child. Then perhaps, the school can perform its basic function more adequately. Then perhaps teachers can become professional people, worthy of respect and esteem rather than of criticism and dissatisfaction.

Teachers must become proud of their profession—they must become equals with doctors and lawyers and merchants in their community status. If ever a crusade was needed, it is needed here and now in the field of teaching. I am sick of all the pity and driveling about the poor pay of teachers. Raising pay is not going to raise the professional standards or the social status of teachers—not alone, it isn't. Pay a

doctor \$50,000 a year for practicing medicine but he won't enhance himself or his profession if he isn't well trained in the first place and if he isn't professional minded in the second place. Let the teachers stop letting themselves be pushed around. Let them become specialists. Let them do what they do well. Let them operate within the sphere for which they are trained. Psychiatrists don't teach grammar, ministers don't teach fractions, parents don't teach Latin, but teachers of grammar and Latin and mathematics try to dabble in psychiatry, morals and domestic problems.

Teachers should love subject matter and love children and teach both—and do it well and with deep conviction and concentration. As masters instead of jacks they could lift the educational standards of the nation from chaos and fear to a position of cosmos.

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# Difference and Deference Among Schoolmen

HARRY A. GRACE

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The hostility of the assembled high school staffs oppressed me. Why, I asked myself, *should they feel this way toward me? Was I not a champion of public education?* The answer was swift in coming . . .

The University had recently abolished preparatory courses in English and some other subjects. High school staffs interpreted this action as another attempt by colleges "to determine our curriculum." As a minor bureaucrat of one college, I happened to reap the wrath which the University had sown . . .

This set me to thinking about the relations among the staffs and students of the various schools. Clarification of the issues came from application of the principles of social psychology to the school situation.

Generally speaking, psychological research and practice have yielded the following principles which pertain to the satisfaction each of us may expect to find with his role in life.

1. In the relations between groups, some groups appear more *influential* than others. Membership in an influential group usually yields greater satisfaction than does membership in a *potential* group.
2. Groups vary according to how limited their membership happens to be. They also differ according to the distinctiveness of their members. Members of an influential group find that limited membership and distinctiveness enhance their satisfaction. Members of potential groups discover that limited group size and distinctiveness of group membership increase dissatisfaction.
3. The natural movement in influential groups is toward their leadership. Followership in an influential group permits less satisfac-



tion. Movement within potential groups is more complex. When membership of the potential group is indistinctive, movement is *away* from leadership toward the group's outskirts. In potential groups which are unrestricted but distinctive, followership is only slightly more preferable than leadership. But potential groups, both restricted *and* distinctive, reflect the inability to leave coupled with the onus of distinctiveness drives members deeper into the arms of leadership.

With these general principles as a background, we can now examine the relations among schoolmen. My colleagues and I have agreed among ourselves about the relative influence, restrictiveness and distinction among the elementary, secondary, higher and professional schools. We have accepted the school staffs as representing leadership and the students, followership. We have also accepted the linear relationship among the schools from the elementary through the professional. Here, then, are our agreed upon definitions of these four schools.

*Influence:* within the educational community, influence seems to decrease from the professional school to the college to the secondary school and finally to the elementary school. If a division between influential and potential can be made, the line might be drawn between the college and the secondary school.

*Restriction:* relatively speaking, the professional school is most restrictive, the college also restrictive, and the elementary and secondary schools unrestricted in membership.

*Distinction:* by means of professional garments, membership in the professional school tends to be rather distinctive. Not by garments so much as by behavior, including language, membership in the secondary school is also somewhat distinctive. In our judgment, the elementary school and the college show less distinctiveness than do the secondary and professional schools.

What behavior may we expect in the relationships among persons from these various schools? How much role-satisfaction exists in these relationships? How much tension exists among schoolmen from different schools? How stable or fluid are the interactions between

these members? Where may trouble be expected and how might it be avoided among schoolmen?

*Elementary-secondary school relations.* Interaction between members of these schools reveals two important characteristics: little role-satisfaction, counter-balanced by the absence of tension surrounding one's role. If anything, the teachers are somewhat less satisfied with themselves than are the students. Whatever agitation there might be for improvement of one's role seems to stem from the staffs' putting their heads together. Otherwise, relations between the elementary and secondary schools appear to be in quiet equilibrium.

*Secondary school-college relations.* The relative aloofness of the college staff stimulates whatever tension exists. College staff conservatism creates a barrier against understanding the high school staff or student. Tension is slightly higher than interaction with the elementary school, but role-satisfaction is also slightly greater.

*College-professional school relations.* The occupational-centeredness of our current education stems from the professional school, (graduate schools included). Their standards filter down the entire system, determine the college curricula to a great extent, and even affect elementary education. When college and professional school people get together, they share a great deal of role-satisfaction with no greater tension than exists among high school-college staff and students. College students are the least conservative members of this set. And while college students can hardly be called excitable, they are much less inhibited than their staff or professional colleagues.

*Elementary school-college relations.* Interaction between members of these two schools allows for slight role-satisfaction and also slight tension. What tension does occur develops between the elementary staff and its collegiate counterpart. College teachers find difficulty in accepting the excitement with which elementary staffs approach their task. The college staff is more accustomed to a sedate than an excited manner. In a very real sense, the elementary staff stimulates its students while it falls upon the college students to stimulate their teachers!

*Elementary-professional school relations.* Professional staff and

students find little problem in relating themselves to elementary students and great difficulty in relating to the elementary staff. We can understand the apprehension of the elementary staff when members of a professional school descend upon them, perhaps to make a school survey. Professional schoolmen find it difficult to grasp the ebullience of the elementary teacher. Professional schools are conducted in a much more tranquil way. To the professional's thinking, the elementary staff seems utterly oblivious of losing face in front of its students. The high degree of inhibition practiced by members of the professional school is an equal source of wonder on the part of the elementary staff who must be master of many trades in order to capture the imagination of its student personnel.

*Secondary-professional school relations.* No interaction is so bombastic as this! The secondary school is a modestly fluid institution. Changes occur, if slowly—for excitation has the edge over inhibition. These changes, moreover, may be spearheaded by the staff. Not so in the professional school—staff and student are united against change! College acts as something of a buffer between these diverse systems of education. The conflict is heightened, of course, as secondary school staff find themselves engaged in graduate courses. Here the professional staff has its opportunity to essay upon the errors of secondary education. As a rejoinder to the survey of public education conducted by the graduate school, school “self-surveys” play the dual role of investigation *and* protection from the graduate school's unsympathetic approach.

“I come to learn, not to teach. . . .” That seems to be the approach the college staff member must make to his public school colleagues if he wishes to enjoy his interaction with them. For if our analysis of these relationships among the various schools is correct, if our judgment of their characteristics—influence, restriction, distinction—is accurate, then the professional school staff member or student must regard his hard-won glory as a handicap rather than an advantage when working with elementary or secondary schoolmen. The role of the expert reflects great tension. Vigor throughout the school system, in the sense of exciting stimulation, appears to stem primarily from the elementary staff and the high school students. Otherwise, the schools are more or

less status quo. Even the college student, whose pranks are common knowledge, acts more from a sense of little inhibition than he does from outright excitability.

When the schools are considered as institutions within which we may play various roles, and each of these roles defines some degree of satisfaction and some degree of tension, it becomes possible to assay both the quality and the intensity of interaction among the staffs and students of the schools. Points of agreement and areas of disagreement stand out in bold relief. These points chart the course which a member of any institution may accept or which he may choose to change, depending upon his interest in his role and his ability to cope with the tension which surrounds his role. Seeds of wrath will be sown into the relationships among schools whenever a hierarchy is perceived such that one school influences another's practices. The crop of wrath will be harvested by schoolmen, however innocent they may be, who interact with one another across the fences erected within Education. Having innocently harvested one such crop, and explained it to myself, I have entered similar conferences less innocently, equipped with a gambit ready to employ which reduces the barriers between my role and those of my colleagues.

"I come prepared to admit *difference*, but to do away with *deference*...."



# The Problem of Freedom in the Classroom

JOHN MARTIN RICH  
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The current doubts surrounding the efficacy and values inherent in the American way of life have led many peoples of the world to reconsider the acceptability of America's experiment in democracy. Today, more than ever, we want to show the world that our democracy is the ideal way of life. Educators have been quick to take up the challenge.

One of the focal points of democratic education is the problem of freedom in the classroom. This seems to include freedom for the student to express himself, freedom for him to develop his unique abilities, freedom from autocratic imposition of subject-matter, just to name a few. Some of the early schools of progressive education leaned toward the classical interpretation of freedom as an absence of restraint. This interpretation of freedom arose as a reaction against what progressives believed to be the philosophy of the older, traditional education. This older education, according to progressives, forced children to learn subject-matter isolated and divorced from the child's daily experience. Traditional education was accused of authoritarianism and harsh disciplinary measures along with its failure to consider the vital needs and interests of the child. Some early progressives held that the only way to release the child from the autocratic controls and stifling passivity of learning was by emancipating the schools from the shackles of traditional education.

Some progressives were fearful lest teachers impose their will on students and sever their creative energies. By considering freedom as an absence of hampering restraints, progressives held that they were taking the opposite view of traditional education. But the liberals in education failed to realize that an adequate educational philosophy cannot be built as merely a reaction against an older one. This reactionary philosophy only built upon negative tenets, never constructing a positive philosophy of educational growth and development. Instead

of a release of the creative potentials in the child, as progressives had believed, anarchy arose in the classroom from a lack of teacher supervision and direction. An unrealistic picture of social responsibility was painted by a failure to recognize the relationship of freedom and authority in democratic living. Freedom is never absolute; it is always in relationship to the rights and privileges of others.

It is surprising to see some progressives, supposedly following the influence of Dewey, depicting the freedom of the child in this fashion. If anyplace, this concept of freedom finds its roots with Rousseau and eighteenth century liberalism. Even though Dewey admonished these educators that they had misunderstood what he was trying to do, some progressives remained heedless to his words.

The shift today in educational practice takes on a new direction and purpose. Life adjustment education, committee work, group collaboration, and cooperative projects have become the watchwords. Freedom has become socialized—restored to a social context. Freedom has little import or meaning apart from social relations. Educators believe that students can understand the significance of freedom in relation to the rights and privileges of others.

Educators wish to develop the “whole child.” Schools are no longer merely places for lesson-hearing; instead, schools seek to cultivate the full potentials of each child. This can best be done in an atmosphere of social cooperation and creative sharing. It is only when participation and sharing are carried to extremes do they become dangerous. Cooperative projects and group activity are a *means* in the learning process and not an *end*. But whenever they are treated as an end, participation and sharing, alone, are deemed desirable educational outcomes.

The pitfalls of group work are many. But nothing is more insidious than the loss of the individual to the group. When the individual must turn to the group for his values, for his sense of direction, he loses individuality and soon fails to find any purpose in life apart from the purpose inculcated within the group.

There is no social freedom in groups that encourage the individual to relinquish his rights and values to achieve group purposes and goals. When the individual is pressured to give up his values, his identity, and his desire for solitude, then the group has abridged human freedom.

Group demands are frequently so indirect that the individual is unaware of his embroilment within the process. Unless the individual is successful in rebelling, eventually he will find his values so enmeshed with the group that his original values are transmuted.

All of this throws the problem of freedom back on the teacher. What can the teacher do to bring about functional freedom in the classroom? He should see that students are unafraid to disagree with the group's policies or values. The teacher should realize that as important as cooperative group work may be, its purposes will be subverted if the members of the group cease acting as creative, thinking individuals. The atmosphere of the classroom should be one of inquiry and constructive criticism of existing practices. Each student needs to examine his role in the group to find out if he is offering a contribution, not only as a team member but as a unique individual. Students who are functionally-adjusted recognize the merits of purposeful group activity while, at the same time, they remain sufficiently detached to offer constructive criticism. Teachers can facilitate cooperative inquiry by helping to create an atmosphere where intellectual curiosity is promoted and rewarded in socially meaningful ways. In the final analysis, all teachers could well remember that group activities are designed for the individual—not the individual for the group.

# Retired Air Force Personnel — Potential Teachers?

**RICHARD REID ZEHRBACH**  
**Education Services Officer**  
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Are you planning a teacher recruitment program? Have you considered retired military personnel? Air Force figures<sup>1</sup> indicate that only 240 of 14,000 "retired" members surveyed are now engaged in education. These results would seem to indicate that educators have not recruited in this area in spite of the fact that retired personnel are successfully holding jobs in education that range from grade school teacher to college president. Forecasted retirements<sup>2</sup> for the next two years include approximately 1000 men with a bachelor's degree and 500 men with more than two years of college. (The author's experience indicates over 50 per cent of the men in the latter category can obtain a degree in nine months or less.) The preceding figures do not include retirements from the other services or members of the Air Force who will retire with disabilities which may not preclude teaching. Retirement data indicates that retirements from the Air Force will increase by 500 per cent just as the tidal wave of post-war children enters high school (1961).

Although "retiring" personnel can be found who will be fitted for almost any job in the school system from cook and bus driver to teacher and supply administrator, this article will be concerned with the problem of the classroom teacher. The first requirement of a classroom teacher, "THE DIPLOMA," is already held or can be obtained with very little trouble by most of these individuals.

Other educational experiences are then considered by good teacher recruiters. Edwin Harford, in "Military Experience and Higher Education"<sup>3</sup> has capably illustrated the value to a college student of military

<sup>1</sup> Private communication, dated 28 July 1957, Retired Activities Branch, Special Activities Group, Hq. USAF.

<sup>2</sup> *Ibid.*

<sup>3</sup> Edwin J. Harford, "Military Experience and Higher Education," *Peabody Journal of Education*, 1955, 33, 171-175.



experiences. He points out training in such areas as attitude toward punctuality, self-confidence, successful social living, and ability to learn under stressful conditions. The author feels that in many instances other service experiences will also have been beneficial. For example, the exservice teacher will probably be more broadminded and objective than home-trained, untraveled teachers, since travel will have provided him with an intimate background knowledge of customs, mores, and geographical factors that is not obtainable from textbooks. Varied travel experiences, contact with peoples of many nations and traits such as punctuality and broadmindedness are not detrimental to any teacher. Individual qualities such as authoritarian attitudes toward giving and receiving orders will have to be related by the interviewer to the educational milieu before their values can be determined.

Administrators should know that many officers in the service have raised the giving of an order to the level of an art, which leaves the recipient feeling as if he had been recommended as the only person in the world who can give valuable service in a life and death situation rather than the feeling as if he had "to do it because you're told to." This feeling is often created by the assumption that the order will be followed. The assumption underlies a positive outlook on human relations. Officers today are also encouraged and trained to seek out and develop leaders and to increase the morale of individuals.

Economic factors operating today assure teachers of minimum pay, thus the best qualified teachers tend to leave for more lucrative pay. Retired personnel will not be faced with this dilemma since their salary will augment their retirement pay. Sufficient funds will permit them to teach in a professional manner, unhampered by the necessity of making a living on the side. (This does not mean that they should be used to hold down teachers' pay, rather, it may be possible to show experimentally that well paid teachers are better teachers.)

The life span concept<sup>4</sup> in psychology focuses attention on the fact that individuals change their way of thinking, interest patterns, and moral codes—in fact their entire way of life—as they become older and progress through the life span. This concept helps to understand that facet of the "retired" personality as regards the changing interest and

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<sup>4</sup> Sidney L. Pressey and Raymond G. Kuhlen, *Psychological Development Through the Life Span*. New York: Harper Brothers 1957.

motivational patterns in human behavior. Experimental literature in this field indicates that the interests of men change about the age of 40 from physical interests to cultural and political interests. Social interests remain high, only dropping off in the sixties, when the physical abilities start to decrease. Thus, a man "retiring" at the age of 45 still has almost twenty years of active living ahead of him. During this twenty-year period his interests turn toward educational and cultural areas. The abilities to learn remain stable during this period with a change in pattern rather than a decline in all areas as previously believed. Studies seem to indicate that the ability to learn rote material may drop off because of the time factor, but the general ability to learn is not seriously impaired if sufficient time is given to the individual. Also, during the same period in life, patience and concern over details increase so that the net results for forty-five-year olds approach those of twenty-year olds.

Administrative problems are caused by all new teachers. The new young teacher will be energetic and apt to apply—without discrimination—any and all training that was obtained in the teacher-training institution. Thus misapplications can cause many problems until the new teacher learns to follow the school's philosophy and matures his social relationships. The thirty-year-old teacher who is new to the system will have to learn a new philosophy and unlearn an old one. "Retired" personnel will bring some of the old behavior with them but they will be matured and from past changes will have learned to shape themselves to conform in a new situation, thus creating fewer minor problems for an administrator who is freed to work with them on the major problems of professional teaching.

Another area where an administrator may desire to invest a little time is the area of introducing the "retired" teacher to community functions. At this point in the life span the average man is interested in social functions, such as joining clubs and entering into active community life. A little time invested will create an active personality who can help present the school program to the community. Community relations problems such as integration can be alleviated by men who have actively lived in an integrated society.

If such a man seems desirable in your school system, then the problem arises as to how to recruit him. A brief review of community

assets is the starting point since each community will have some assets which can be used to sell prospective teachers. Does your community have a good climate? Is it a nice town to live in? Does your community have a problem that might interest a man used to solving problems of one nature or another? Other points might include the availability of hunting and fishing, a culture atmosphere, a community with which to identify and help grow or a community which respects its teachers.

Men in the service are just like everyone else. They also have individual differences. Your job is to decide what type man is needed to do your job then recruit him from this group, using your community assets as the selling points. Personnel can often be contacted through the Personnel Officer, Information Service Officer, Education Services Officer or Reenlistment Officer at the nearest air base.

Remember that "retiring" to a twenty-year serviceman means that he is changing his way of life at an age of 38 to 45 when he can still enjoy life and has a lot of energy left. If you show him that teaching can be exciting and enjoyable, you will have a professional teacher for many years to come.

(The views expressed in this article are those of the author and do not necessarily represent the official views of any of the Armed Forces.)

# A Definition: "Carbon Dioxide Makes Charged Water Fizz"

FRANK E. WOLF

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One inter-Allied code in World War I was an Indian language. This medium of communication, which was meaningful to the Indians, was meaningless to our enemies. Frequently, other meaningless "languages" are presented to school children in the form of new subjects, each of which has its own unique vocabulary. Teachers may either decode these languages to increase the validity of meanings for pupils, or keep locked the secrets of meanings which these languages can unfold.

To illustrate the complexity of the problem, a definition of the word "see" was sought. Funk and Wagnalls' abridged dictionary lists over sixty-five synonyms for "see," a common word, used daily by most people. Do we really say what we mean when we use "look" instead of "see," considering the degree of difference of meaning which each connotes? It is obvious that confusion, misunderstanding, and lack of understanding may result from the use of incorrect conversational words. Science-subject words are even more remote to most students. What, then, are the implications in the understanding of a science vocabulary which, next to foreign languages, presents the largest number of new words to young people?

Various authors of science texts have attempted to aid pupils in getting meanings from science words in several ways; among which are the use of footnoted definitions, the use of a glossary, and the use of the Latin derivation. Fenton and Kambly<sup>1</sup> recognized the problem and attempted to solve it by defining the word in context the first time it appeared. Thus, "carbon dioxide" was defined, ". . . some water contains dissolved minerals and the gas called carbon dioxide, which makes charged water fizz."

"Carbon dioxide" is an important word commonly used in science.

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<sup>1</sup> C. L. Fenton, and P. E. Kambly, *Basic Biology for High School*. New York: Macmillan and Company, 1947. p 99



It is elusive because it is a colorless, odorless, and tasteless gas. It appears first in junior high school general science, where it is briefly described as a waste product of respiration; next, it is examined in biology in terms of its use in plant food manufacture and consequently the food supply of all living things. It continues with the science student through chemistry, where it is more fully described, manufactured, tested, and used; the study of carbon dioxide continues in physics, where laws for measuring gases are considered.

To determine the kinds of meanings Fenton and Kambly's definition of carbon dioxide had for young people, the writer surveyed one hundred and ten high school pupils. The children involved were asked to respond, on a sheet of paper, to the following directions. "Please write the answer to the question, 'What is carbon dioxide?'" The children were then asked to turn over their papers, and the textbook definition was read three times. The request was then made to answer the question, "What is carbon dioxide?"

The children's first response may be considered a free association response, which was elicited in order to determine the meanings "carbon dioxide" had for the children before the textbook definition was read. The second or conditioned response was elicited to determine the meanings the children derived from the textbook definition.

Examples of free association responses include the following: "A gas." "The flowers breathe it for the reproducing [sic] of starch." "A mixture, because it is composed of one part of carbon and two parts of oxygen." "An element that is in the air and something we need to live." "What we breathe in with oxygen and then we keep the oxygen and let out carbon." "Is air that you inhale."

Examples of conditioned responses include the following: "... may be added to water to make carbonated water." "... is a gas which is put into soda and other soft water drinks." "... is a gas found in the air and also found in the air spaces in water." "... is a gas which contains water fizz." "... is a gas which makes water fizzy."

A close examination of the one hundred ten papers showed that seventy-eight pupils did not in any way draw upon the material contained in the textbook passage. Of the thirty-two pupils who utilized the textbook definition, only twenty-one improved their concepts from the free association response to the conditioned response. If the as-

sumption is justifiable that the children were not negatively motivated by the textbook definition, the generalization may be made that approximately twenty percent of the school population surveyed developed a more comprehensive understanding of carbon dioxide after hearing the textbook definition. Consequently, it may be assumed that hearing the textbook definition was inadequate for conveying meanings of science words to eighty percent of the school population.

After grouping the papers according to the use of the textbook definition, each group was examined and compared to the others. Two significant relationships were observed between the free association and conditioned responses of the two groups. One, of the seventy-eight papers which did not contain reference to the textbook definition, thirteen conditioned responses were *less* comprehensive than the free association responses. Of the thirty-two papers which did contain evidence that the textbook definition was used, eleven conditioned responses were *less* comprehensive than the free association responses. This judgment was based on the writer's education and experience as a science teacher. It would appear that there was a greater proportionate loss of meaning on conditioned responses among those children who used the textbook definition.

The second relationship was on the positive side of the ledger. Twenty-one of the thirty-two who used the text gave more comprehensive definitions on the conditioned responses than on the free association responses, while only one of the seventy-eight who did not use the textbook definition gave a more comprehensive definition on the conditioned response. Therefore, it would appear that the proportion of those who gained in their understanding on the conditioned responses was greater among those who used the textbook definition.

Among the responses which were judged to have improved on the conditioned responses, it was found that more comprehensive understandings were indicated where the child had involved carbon dioxide in some action or had changed its physical properties to forms more readily grasped by the senses. Carbon dioxide as dry ice, fizz water, or fire extinguisher froth moved this otherwise elusive substance into the range of experience of the child. Dry ice was literally something concrete or solid which the child could grasp, as compared to "a gas in the air."

This survey has demonstrated, to the writer at least, the futility of teaching by definition and has shown the teacher's inability to convey satisfactory meanings through the use of definitions alone. It is recommended that teachers rely heavily on providing experiences which will help the child gain meanings; on drawing from both the child's and his own experience; on experiments and demonstrations to illustrate textbook definitions. Each of these techniques helps to build a partial concept, while together they may build more complete concepts. In addition, the teacher is advised to consider the level of the child and to build partial concepts as he grows.

## PEABODY BIMONTHLY BOOKNOTES

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May, 1959

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*Annotators for this issue:* William M. Alexander, Jack Allen, A. Edwin Anderson, Samuel C. Ashcroft, Claude Jackson Bartlett, Robert E. Bays, Frances Neel Cheney, Kenneth S. Cooper, Robert A. Davis, Lloyd Murray Dunn, John M. Frase, August L. Freundlich, Norman Frost, William J. Griffin, Clifton L. Hall, Henry Harap, Tattan Larson, Ada McCaa, W. K. McCharen, Anna Loe Russell, H. Craig Sipe, P. M. Slates, Robert Polk Thomson, Joe Russell Whitaker, Theodore Woodward, F. Lynwood Wren.

### Art

SCHNEIDER, BRUNO F. *Renoir*. Crown, 1958. 95p. \$2.95.

This is an excellent monograph on the work of Renoir who saw life largely via the female figure through tinted glasses. The work includes 44 reproductions of his paintings and 30 drawings. The color reproductions compare favorably with the standard of the trade.

WEINSTEIN, MICHAEL. *The World of Jewel Stones*. Sheridan House, 1958. 430p. \$10.00.

The art of lapidary and the use of precious and semi-precious stone has been known since ancient time, little well written literature is available to the general public on this fascination subject. The book fills a gap between the scientific writings of Kraus and Slowson and the practical how to do it of Sinkankas. It combines a fine historical background with practical information on such diverse range of materials as diamonds to jet.

### Children's Literature

ALDEN, RAYMOND MACDONALD. *Christmas Tree Forest*. Bobbs, Merrill, 1958. unpag. \$2.25.

A story of the Great Walled Country and Father Christmas for all ages of children. It is a land where only children live. Their Christmas time is always so much fun until one year a stranger comes and tries to change things. Just what happens in the forest points up what the true meaning of Christmas should be.

ALDIS, DOROTHY. *Cindy*. rev. ed. Putnam, 1959. 64p. \$2.75.

Cindy was a tomboy; one of the boys, until third grade football got going. An interesting story of a tomboy trying to learn to play with girls. For third and fourth grade reading.

ANNIXTER, JANE AND PAUL. *Buffalo Chief*. Holiday, 1958. 219p. \$2.95.

This is the story of the traditional life of the buffalo and the Indian and the fight for survival brought on by the coming of the white man. Young readers will enjoy the colorful writing.

BARKER, WILL. *Winter Sleeping Wildlife*. Harper, 1958. 136p. \$3.00.

A readable and scientifically accurate account of the living habits of familiar North American species of wildlife which hibernate during the winter months. Recommended for use in nature study, grades 5-8.



BRADBURY, BIANCA. *Happy Acres*. Steck, 1958. unpag. \$1.50.

This simple story and delightful pictures will appeal to young children of the picture book age in spite of its slightly moral tone. The animals of Happy Acres take the advice of the Donkey and quit work. Soon they discover that idleness results in boredom and finally hunger. The illustrations are especially appealing for ages 4-7.

BRADBURY, BIANCA. *Mike's Island*. Putnam, 1958. 128p. \$2.50.

First a lonely boy; then another boy; then a girl. Mix well with a boat, a deserted island and an almost forgotten treasure. Good for fourth or fifth grade reading.

BRADLEY, BYRON T. *Runt and Dimpy*. Greenwich, 1959. unpag. \$2.00.

Runt was a lamb, and Dimpy was a deer. To be read to 5 or 6 year old children.

BRINTON, MRS. MARY. *Magic White Gate*. Dorrance, 1958. 89p. \$2.50.

When the children passed White Gate they found themselves in the land of Make-Believe where anything could and did happen. Some of these happenings were hard to explain to grown-ups who didn't believe in magic wands and the like.

BROCK, EMMA L. *Skippping Island*. Knopf, 1958. unpag. \$2.95.

Mrs. Fiddlefinger lived on an island that liked to move around the lake. Children 5-8 will enjoy the story and the pictures.

BUEHR, WALTER. *Cargoes in the Sky*. Putnam, 1958. 62p. \$2.75.

A fascinating and informative account of the development of air freight transportation from its beginning in 1910 to the dramatic Berlin airlift and also a discussion of its possibilities in the future. Recommended for school libraries for units on the study of transportation, grades 4-6.

CARMER, CARL. *A Cavalcade of Young Americans*. Crown, 1958. 256p. \$3.95.

There are some 30 stories of the lives and deeds of children in the early years of our country's history and up to the present time. They are interestingly written and will hold

■ child's interest ■ they are not too long. It would help to have had ■■ index to look up the names of famous Americans, ■ the chapter titles do not always include the name of its hero.

CARPENTER, FRANCES. *Holiday in Washington*. Knopf, 1958. 210p. \$3.00.

An exciting story about our nation's capital. Jack and Ann Adams go to Washington, D. C. to visit their uncle, a U. S. Senator, over the Easter holidays. They describe all the places they see, both historically and as they are today. The experiences of these young people make Washington come alive to all readers, ages 10-14. There is additional information, not given in the stories, in the Notebook of Facts at the end of the book.

CARTER, ERNEST FRANK. *The Boy's Book of Model Railways*. Roy, 1959. 144p. \$3.00.

Help for the model railroader is abundant in this fine British book.

CHIPPERFIELD, JOSEPH EUGENE. *The Story of a Great Ship*. Roy, 1959. 174p. \$3.00.

A story of the life and death of the "Titanic." An exciting adventure story for young readers.

CHRISTENSEN, GARDELL DANO. *Mrs. Mouse Needs a House*. Holt, 1958. 63p. \$2.25.

The flood washed Mrs. Mouse's house away and she sprained her arm and could not dig a new one. All the animals tried to help, but only Will Weasel understood that it takes ■ mouse to build ■ mouse size house. Easy to read for third and fourth graders.

CHRISTOPHER, MATTHEW. *Two Strikes on Johnny*. Little, Brown. 136p. \$2.75.

Johnny got in the habit of lying to his blind brother Michael, just to make Michael feel better. There is more moral than story, to the effect that truth is best. For boys in about the third and fourth grade.

CLARK, BILLY C. *Riverboy*. Putnam, 1959. 159p. \$3.00.

A river wall to keep Catlettsburg safe from highwater seemed to make an end of the need for the wise old river man. How change may be good is shown in this story.

COLMAN, HILA. *Crown for Gina*. Morrow, 1958. 221p. \$2.95.

This story concerns the maturation of Gina and her brother as they find out that people should be judged by their merit and not the amount of money they possess or the school they attend. It would be interesting and educational for girls and boys on the high school level.

COMMAGER, HENRY STEELE. *The Great Declaration*. Bobbs, Merrill, 1958. 112p. \$2.75.

By skillfully blending letters and resolutions with his own commentary, the author has put together a first rate account of the drafting of the Declaration of Independence. This book ought to be in every junior high library.

CRISP, FRANK. *Sea Ape*. Coward McCann, 1959. 254p. \$3.50.

An adventure story. This has almost everything: a sunken wreck, octopus, dungeon, diamonds; all in working order. A fast moving story for boys in their early teens.

DELL, JOAN. *The Missing Boy*. Putnam, 1958. 192p. \$2.95.

The missing boy is Gil in real life, and Trist in fifth dimension. For upper grade or junior high school reading.

DENNIS, MORGAN. *Sea Dog*. Viking, 1958. 42p. \$2.00.

The houseboat was named Sea Dog, but Splash, the water terrier, loved the water. So did Himself, Herself and Heather. They all lived at Key West. Good story and pictures for children about 5 to 8.

DENTON, PHYLLIS. *Tales of the Twins*. Warne, 1958. 85p. \$1.75.

A well written story containing valuable experiences with father and mother and others. Interesting for intermediate grade children.

DORRITT, SUSAN. *Jason's Lucky Day*. Abelard, 1958. unpaginated. \$2.50.

Jason's lucky day included finding a boomerang. The real luck was that his father helped him hang it as a display in his room. A story for children about 5 to 8.

DUBOIS, WILLIAM PENE. *Otto at Sea*. Viking, 1958. 37p. \$2.50.

The illustrations are as fantastic as the story of Otto, the giant dog who rescues a ship. For children 4 to 8 years old.

DUVOISIN, ROGER ANTOINE. *Petunia, Beware*. Knopf, 1958. unpaginated. \$2.95.

A continuation of the picture book about the silly goose, Petunia. In this latest, she almost falls into very serious trouble because the grass on the other side of the fence looks so much greener and tastier than in her own yard. The repetitive text and humorous illustrations are suited to young readers of 4-7.

EASTMAN, PHILIP. *Sam and the Firefly*. Random, 1958. 62p. \$1.95.

A little firefly named Gus discovers his talent for skywriting and begins to play tricks on people with his night messages. He is persuaded by his pal, Sam the owl, to play good tricks instead of bad ones. The text is simple but provides suspense and interest. Recommended, ages 5-7.

ELAM, RICHARD. *The Cave of Living Treasure*. Lantern, 1958. 222p. \$2.95.

This blending of adventure, mystery and business success is appealing to readers aged about 10 to 14. There is a mysterious man with a rifle, a cave to be found, and plenty of tense action.

ELKINS, BENJAMIN. *The Big Jump and Other Stories*. Random, 1958. 64p. \$1.95.

Three fairy tale stories about a little boy and a king in a world of magic and make-believe. The text is simple, yet will hold the interest of the beginning reader. The illustrations are colorful. Recommended for school and public libraries. Ages 5-7.

ESTEP, IRENE. *Pioneer Buckaroo*. Beckley, Cardy, 1958. 160p. \$1.96.

A wild pinto is trained, and a horse race

is the climax. This interesting story is excellent supplementary reading for fourth and fifth grades.

EVARTS, HAL GEORGE. *Jedediah Smith*. Putnam, 1958. 192p. \$3.00.

The true story of Jed Smith, trappers, and mountain men of the early days in the West. This makes history real for junior high school readers.

FRIBOURG, MARJORIE. *Bimo Young: Hero of Java*. Sterling, 1958. 45p. \$2.50.

This real folk tale from Java may stimulate imaginative thinking for third and fourth grade children.

FURMAN, ABRAHAM. *Teen-Age Frontier Stories*. Lantern, 1958. 256p. \$2.95.

The eleven stories include seven from Boy's Life, three from Twelve/Fifteen and one from the Methodist Publishing House. The choices are excellent, showing action and sympathies with which readers 12 to 15 readily identify themselves.

GALLANT, KATHRYN. *Jonathan Plays with the Wind*. Coward McCann, 1958. unpag. \$2.00.

Jonathan watched the wind playing with the fallen leaves, the clothes on the line, and the smoke from bonfires and wished that the wind would play with him also. When his brother brings a kite to him, he realizes that the wind can play with a little boy too. Picture story book for pre-school children with delightful black and white drawings. Ages 3-6.

GARD, ROBERT EDWARD. *Run to Kansas*. Duell, Sloan, 1958. 143p. \$3.00.

Historical fiction for the young reader. This is a fast-paced story of teenager forced to flee his home in Illinois and make his way alone to a new life on the Kansas frontier. Interesting writing, good format.

GEISEL, THEODORE SEUSS. *The Cat in the Hat Comes Back*. Random, 1958. 61p. \$1.95.

The sequel to *The Cat in the Hat*, told in

the author's inimitable style of rhythmic prose, brings more gaiety and humor to the young reader and proves that reading can be fun. Recommended for all libraries.

GOLDMAN, JEAN. *Stories of Little Boy Bill*. Warne, 1958. unpag. \$1.75.

Incidents of a child's experiences in the first grade are so told as to increase the child's desire to go to school. To be read to children shortly before they enter school.

GOODMAN, GEORGE J. W. *Bascombe: The Fastest Hound Alive*. Morrow, 1958. 31p. \$2.75.

Bascombe was so lazy that he only wanted to sleep on the back step all day. When his master threatened to sell him, his two rabbit friends taught him to run—and run he did on the day of the big hunt to the amazement of all. Both story and illustrations have the kind of humor to appeal to ages 4-8. Recommended for school and public libraries.

HALL, MARJORY. *Carnival Cruise*. Washburn, 1958. 179p. \$2.95.

A bit of fiction built around a spring cruise to the Caribbean. A book for boys and girls.

HARRY, ROBERT. *Sea of Fire*. Lothrop, 1958. 223p. \$3.50.

Paulo's father loses his valley by gambling. Paulo becomes the King's ward, and in a gamble wins back his father's valley. Children 8 to 12 will understand why Paulo and his father agree to gamble no more.

HENDERSON, LE GRAND. *The Tomb of the Mayan King*. Holt, 1958. 192p. \$3.00.

Jose was the son of a shrimp fisherman, and a descendent from ancient Mayan kings. He despised fishing as unworthy to those of royal blood. For ages 8 to 12.

HOLLAND, MARION. *A Ball of String*. Random, 1958. 64p. \$1.95.

This story, told in rhythmic prose and colorful illustrations tells what an imaginative boy can do with a big ball of string. Recommended for school and public libraries.



HOPE, ANNE. *Percy Pig: House Painter*. Warne, 1958. unp. \$1.25.

Percy paints the dining room sky blue for Mrs. Jenkins. Story and pictures in color are for children 2 to 6 years old.

HYNDMAN, J. A. L. *Cindy Stripers*. Messner, 1958. 191p. \$2.95.

Good writing and appreciation of teen agers have made the story of Bonnie's final enthusiasm for a career in health work a fine one for high school girls.

JENKINS, LOUISE REYNES. *Bayou Hunter*. Bobbs, Merrill, 1958. 176p. \$2.75.

This story of a boy of the bayous is written with sympathetic understanding of boys growing into men and of bayou life.

JOHNSON, ENID. *Second Chance*. Messner, 1958. 190p. \$2.95.

Marcia breaks her engagement to Peter, a young newspaper man who would not quit his career. It took bitter experiences to show her how selfish she had been and make her welcome a second chance.

LAMPMAN, EVELYN. *Rock Hounds*. Doubleday, 1958. 213p. \$2.95.

Priscilla was visiting in the West. She and her cousin dislike each other, but went to the same science camp. Liking for minerals made them both rock hounds, and an unexpected adventure brought them together. For ages 8 to 12.

LOVELACE, MAUD HART. *What Cabrillo Found*. Crowell, 1958. 180p. \$2.75.

This story of the famous Spanish conquistador is a well written account for children. The volume contains a number of good black and white original illustrations by Paul Galdone. Good library material.

MCCALL, EDITH. *Buttons and the Little League*. Beckly Cardy, 1958. 96p. \$1.68.

Bucky Buttons played on the team, but all the family was concerned. Continuous action and Bucky gets his share of hits. A good third grade supplementary reader.

McCLINTOCK, MARSHALL. *A Fly Went By*. Random, 1958. 62p. \$1.95.

Using a controlled vocabulary of only 177 words, the author nevertheless succeeds in writing a masterpiece of humor in simple verse. The story is developed on the theme of one animal chasing another, concluding with a surprise ending. Illustrations are very expressive. Recommended for school and public libraries. Ages 5-7.

MAITLAND, ELIZABETH. *Runaway Rickshaw*. Warne, 1958. 28p. \$1.50.

The Chinese background makes this whimsical phantasy especially intriguing. Suitable for children about 5 to 8 years old.

MEADOWCROFT, MRS. ENID LA MONTE. *We Were There Are the Opening of the Erie Canal*. Grossett, 1958. 182p. \$1.95. *We Were There Series*.

By a series of interesting circumstances Chris and his 14 year old twin sister, Kathy, were at the opening of the Erie Canal at Albany. They saw Governor Clinton and other notables. For upper grade children.

MILLER, EUGENIA. *Deadline of Spook Cabin*. Holt, 1958. 160p. \$2.75.

Mitch Adams, newsboy and would be reporter, gets into trouble by counting himself a winner of the contest before it was over. Good reading for ages 9 to 11.

MULLER-GUGGENBUHL, FRITZ. *Swiss Alpine Folk Tales*. Oxford Univ., 1958. 225p. \$3.50.

These stories are delightful with simplicity that marks authentic folk tales and music. The stories seem to come chiefly from the German speaking sections of Switzerland, and from the Austrian and German Alps. Wonderful reading for intermediate and upper grade children.

MYERS, MADELEINE. *The Courting Lamp Mystery*. Holt, 1958. 190p. \$3.00.

This story has mild mystery, and a very real girl making discoveries. Junior high school level.



NEPHEW, WILLIAM AND CHESTER, MICHAEL. *Moon Trip*. Putnam, 1958. 63p. \$2.50.

Simply written account of the problems of space travel—propulsion, weightlessness, instruments, space suits, re-entry—for high school youth. The authors are engaged in missile research, thus assuring factual presentation and technical plausibility. Recommended for able readers.

NEURATH, MARIE. *Between Earth and Sky*. Sterling, 1959. 36p. \$2.00.

Well bound and well illustrated book on weather and the atmosphere for beginning intermediates.

NOLAN, JEANETTE COVERT. *Dolley Madison*. Messner, 1958. 192p. \$2.95.

As thrilling as fiction, this biography of charming and courageous Dolley Madison is just right reading for junior high schoolers.

PLACE, MARIAN T. *Lotta Crabtree: Girl of the Gold Rush*. Bobbs, Merrill, 1958. 192p. \$1.95.

Lotta danced with her broom and laughed her way into the heart of the rough gold miners of the West. For intermediate grade children.

ROBERTSON, KEITH. *Henry Keith*. Viking, 1958. 239p. \$3.00.

Henry Reed, aged 14, went into research, pure and applied. His partner was Margaret Glass, aged 12. The doings and happenings to their corporation in one short summer make entrancing reading for boys and girls, 9 to 12 years old.

SCHOOR, GENE. *Mickey Mantle of the Yankees*. Putnam, 1958, 190p. \$2.95.

For the baseball fan of upper grades, this is the ideal book. Play by play accounts are given of many crucial situations.

SHIPPEN, KATHARINE. *Andrew Carnegie and the Age of Steel*. Random House, 1958. 183p. \$1.95. Landmark Book.

Another of the Landmark series books for children. This entertaining, highly readable

volume deals with a great American success story.

SHUTTLESWORTH, DOROTHY. *The Age of Reptiles*. Doubleday, 1958. 56p. \$2.50.

A facet in the story of the development of complex forms of life. The many illustrations add much to the text. The information is accurate. This is the type of book that will make the homes of better readers in the intermediate grades.

SMITH, FREDRICKA. *Wilderness Adventure*. Rand, McNally, 1958. 176p. \$2.75.

This thrilling story concerns settlers at Fort Dearborn. It has some value in arousing interest in history among adventure loving children 9 to 12.

SPYRI, FRAU JOHANNA. *All Alone in the World*. Dutton, 1959. 172p. \$2.50.

These two stories by the author of *Heidi* have the same bewitchment and tender feeling. For children 8 to 12.

STACKPOLE, EDOUARD A. *Dead Man's Gold*. Washburn, 1958. 212p. \$3.25.

Spanish gallions, sunk long ago, native villages in the South Seas, whale ships, the Court of the Moon Goddess, all this and more make up this adventure for junior high school reading.

STYLES, SHOWELL. *Midshipman Quinn*. Vanguard, 1958. 192p. \$3.50.

This is a delightful adventure story. The setting is the English Navy of about 1800. Perfect reading for early teen age boys.

THOMAS, HENRY. *George Washington Carver*. Putnam, 1958. 126p. \$2.00.

A very interesting and exciting story of the life of one of our great scientists. Here was a gentle, humorous and totally unselfish man with a gift for expression which always put people at ease. Rising from slavery, the world wide success he achieved in his lifetime is a tribute to his tranquil, but dogged perseverance and particularly to the cheerfulness with which he faced life and his fellow men.

TREASE, GEOFFREY. *Escape to King Alfred*. Vanguard, 1958. 251p. \$3.00.

This stirring adventure story gives much of the feeling of the time of Alfred. For upper grade boys and girls.

VANCE, MARGUERITE. *Song for a Lute*. Dutton, 1958. 160p. \$2.95.

A fictional life of Anne Neville, the wife of Richard III. A romantic tale that will appeal to many young readers.

VAN RIPER, GUERNSEY. *Richard Byrd: Boy Who Braved the Unknown*. Bobbs, Merrill, 1958. 190p. \$1.95.

This is more a series of anecdotes and incidents, chiefly concerning the boyhood and youth of Richard Byrd than a connected story of his life. For grades 3 to 6.

VON HAGEN, VICTOR. *The Sun Kingdom of the Aztecs*. World, 1958. 126p. \$2.95.

This is a skillful re-creation of Aztec life immediately prior to the coming of the Spanish. It summarized, in narrative form, the history, achievements, and culture of this colorful people. The illustrations of a Mexican artist, Alberto Beltran, enhance this well written piece of children literature.

WARNER, GERTRUDE CHANDLER. *Mystery Ranch*. Whitman, 1958. 127p. \$2.50.

The four Alden children have another adventure. This time Aunt Jane and her ranch are involved. For third and fourth grade children.

WASHBURN, HELUIZ. *Tomas Goes Trading*. Day, 1959. 127p. \$2.75.

This interesting account of a trip with the donkey train trading expedition is based in part on actuality. The presentation of Mexican life and thought is authentic. Children 8 to 12 will enjoy Tomas.

WEBB, ROBERT N. *We Were There with Florence Nightingale*. Grossett, 1958. 179p. \$1.95.

As in other books of this series, a boy and a girl become so involved that they are actually on the scene when a great event

occurs. An interesting story for upper grade children.

WILLIAMS-ELLIS, AMABEL. *They Wanted Real Answers*. Putnam, 1958. 63p. \$2.00.

Edison, Darwin, Aristotle and Pasteur are featured as the story of their efforts to achieve careful observations and effective answers unfold. This adequately illustrated and carefully written book will interest intermediates.

WILSON, ELEN. *Annie Oakley: Little Sure Shot*. Bobbs, Merrill, 1958. 191p. \$1.95.

Interesting incidents make this almost legendary person a real acquaintance. The appeal is especially to tomboys in grades four to six.

WILSON, HOLLY. *The Hundred Steps*. Messner, 1958. 190p. \$2.95.

Marcy McKay lived on the water front. Up a hundred steps on the hill lived people of a different set. She found the hill toppers snooty and the water fronters mean. It took real trouble to convince her there were many fine persons in each set.

WOOLEY, CATHARINE. *The Puppy Who Wanted a Boy*. Morrow, 1958. 47p. \$2.50.

A picture book story in which a little fat puppy sets out to find a boy for Christmas. At least he became very happy when he finds an orphanage with fifty boys. Second graders will be able to read this simple little story for themselves. Recommended for school and public libraries.

## Education and Psychology

BENNETT, JOHN W. AND OTHERS. *In Search of Identity*. Univ. of Minn., 1958. 369p. \$7.50.

The social and psychological aspects of the educational experiences of Japanese students enrolled at two American universities and of former students who returned to Japan are studied by trained research workers in an effort to find a basis for better understanding of cross-cultural experience. A valuable addition to international understanding.

BOWLES, FRANK HAMILTON. *How to Get into College*. Dutton, 1958. 157p. \$2.95.

This book answers real questions which are asked over and over by high school students preparing to enter college. It is written by a man who spends full time working on these problems. The book would be of practical help to boys and girls who are going to college, their parents, and to teachers who advise these boys and girls.

*Conference on Motivating the Creative Process, 1957*. Arden House, Hariman, New York. Inst. of Contemporary Art. \$5.50.

The direct transcription of discussion sessions gives the reader a feeling of reacting to each new contribution and each individual speaker. The particular contribution of this conference report is that it presents the combined insights of industrialists, scientists, and teachers into the creative process and what motivates it.

DEESE, JAMES EARLE. *The Psychology of Learning*. 2nd ed. McGraw Hill, 1958. 367p. \$6.50.

This volume is a revision of a well known textbook in the field of learning. In the revision the author has reduced the number of topics and has treated those retained more extensively. Effort has also been made to produce a more readable text. It is well adapted to the needs of advanced undergraduate and graduate students in departments of Psychology.

EISENSEN, JON, ED. *Stuttering: A Symposium*. Harper, 1958. 402p. \$6.00.

Six authorities from the field of speech pathology present their theories, along with research and therapies, in the controversial area of stuttering. This book will be widely used by special educators, psychologists, and speech correctionists who wish authoritative, up-to-date presentations on the status of knowledge in this field.

GRUBER, FREDERICK CHARLES, ED. *Partners in Education*. Univ. of Pa., 1958. \$3.75.

The proceedings of the Forty-fifth Annual

Schoolman's Week at the University of Pennsylvania contain papers on a variety of subjects, including that of professional efforts to improve American education.

LAWLER, MARCELLA RITA. *Curriculum Consultants at Work*. Col. Univ. 1958. 212p. \$3.75.

The author evaluates the experiences of six consultants engaged in seven cooperative projects in curriculum improvement. The study is based upon interviews with consultants and selected participants. The report is strewn with numerous illustrations of actual situations in individual and group work. This volume should be of much value not only to outside consultants but also to instructional supervisors and school administrators.

MASLAND, RICHARD LAMBERT AND OTHERS. *Mental Subnormality*. Basic Books, 1958. 442p. \$6.75.

This book reprints two important analyses of contemporary knowledge in the field of mental retardation. Dr. Masland, a noted physician, reviews the physical aspects while Dr. Sarason and Dr. Gladwin, a psychologist and anthropologist, deal with psychological and cultural problems. Masland has a well balanced article. Perhaps Sarason and Gladwin present a somewhat biased point of view emphasizing the importance of environmental factors at the expense of constitutional and inherited aspects of the problems.

POWER, EDWARD. *A History of Catholic Higher Education in the United States*. Bruce, 1958. 383p. \$7.00.

For the study of the history of American education this first history of Catholic colleges and universities meets a long-felt need. The book is clearly written and carefully documented. Appendices contain lists of the Catholic colleges for men and for women.

*Preparation and Issuing of the Primary School Curriculum*. International Conference on Public Education, 1958. Col. Univ. Pr.

The main body of this document is a compendium of the general characteristics of elementary school curricula of seventy-three nations, about two pages being devoted



to each country. The concluding section gives the time allotment and grade placement of each subject for each country. It is ■ very useful reference book in comparative education.

PRESCOTT, DANIEL ALFRED. *Factors that Influence Learning*. Univ. of Pitts., 1958. 77p. \$1.00. Horace Mann Lecture, 1958.

In the Horace Mann Lecture, 1958, Prescott presents a useful analysis of factors in individual difference which need to be understood by teachers, he feels, in relation to particular children.

SHAFFER, JACK. *101 Tests to Quiz Yourself*. Sterling, 1958. 128p. \$2.50.

The title of the book is explanatory of its contents. While the book may meet its primary purpose of providing entertainment for the reader and his friends, it is doubtful that it will enable ■ person to find out what he is really like, as the author claims. "Boning up" for college boards is also ■ doubtful use for the book.

TRAVERS, ROBERT M. W. *An Introduction to Educational Research*. Macmillan, 1958. 466p. \$5.75.

The aim of this book is to train the education research worker and to interpret research to the large body of educational workers. Even though teachers, principals, or superintendents are not themselves doing research, they need to be able to interpret the results of educational research. The material is well organized and clearly presented.

### Literature

BOATRIGHT, MODY COGGIN. *The Family Saga and Other Phases of American Folklore*. Univ. of Ill. Pr., 1958. 65p. \$2.50.

Since America has always been ■ land of magnificent stories, these three essays on the folklore in family sagas, of animal mythology (from razorback hog to chess-playing dog) and on the use of folklore in American literature, are full of colorful tales of horror or humor. Brief bibliographies and attractive illustrations accompany the text.

CAMPBELL, MARIE. *Tales from the Cloud Walking Country*. Ind. Univ. Pr., 1958. 270p. \$4.50.

Tales told by people of the Southern Appalachians to their friend, Marie Campbell. Truly these friends had ■ cultivated gift for story telling. Many of the tales can easily be identified with Old World counterparts: some are difficult to trace. This is ■ delightful book for those who love stories.

GILLIES, ALAN. *Side Door to Heaven*. Holt, 1958. 433p. \$4.95.

A sensitively written novel of an imaginative little boy with an irresponsible father and ■ grimly conscientious mother, a boy whose later life was marked by rivalry with a younger brother.

HOFMANN, MODESTE AND PIERRE, ANDRE. *By Deeds of Truth*. Crown, 1958. 268p. \$4.00.

A remarkably concise, readable, and informative biography of Tolstoy. Largely derived from the works, the autobiographical documents as well, it has variety, the vividness, the mystery of actuality.

SKIPPER, OTTIS CLARK. *J. D. B. De Bow: Magazinst of the Old South*. Univ. of Ga. Pr., 1958. 269p. \$5.00.

This biographical study is indeed welcome. Its subject was one of the ante-bellum South's most important figures, all too long neglected, and the author has done a very creditable job of bringing him to life.

TAUBER, MAURICE. *The Columbia University Libraries*. Col. Univ. Pr., 1958. 320p. \$5.00.

This volume presents the findings and recommendations of ■ study made of the library facilities of one university, and as such it is important. Perhaps even more significant is the guidance it may offer to other institutions confronted, as in Columbia, with the problem of providing adequate library resources and services to faculty and students. University administrators and librarians, and the officials of our larger colleges, will find this book well worth some of their time.



## Music

GIBBON, LEONARD DOUGLAS, COMP. *The Music Trader's Guide to Works by Twentieth Century British Composers*. Boosey & Hawkes, 1956. 132p.

A valuable list for music dealers, covering everything except chamber and orchestral music. All others should use the book with care as a reference work for the selection of the composers is based on commercial utility. A number of major British composers are omitted.

McHOSE, ALLEN IRVIN AND TIBBS, R. N. *Sight-Singing Manual*. 3rd ed. Appleton, 1957. 186p. \$3.50.

A significant revision and amplification of one of the standard sight singing books. An expanded range of sources, the inclusion of part music, and the addition of short examples bring it in line with recent developments in this field. The original order of the material has been preserved.

MANN, ALFRED. *The Study of Fugue*. Rutgers Univ. Pr., 1958. 341p. \$9.00.

A distinguished book, of value to both the music history student and the counterpoint student. It presents not only a history of fugal theory from the Renaissance through the classic period, but also a translation of the texts on fugue of Fux, Marpurg, Albrechtsberger, and Martini, along with commentary on their influence and significance. Many musical examples, all in modern notation.

MANVELL, ROGER AND HUNTLEY, JOHN. *The Technique of Film Music*. Hastings House, 1957. 299p. \$9.00.

A "gold mine" of historical, practical, and technical information on the whole process of music for films. Actual scores are analyzed in relation to their respective films. Appendices include an outline of the history of film music, a selected list of film music recordings, and a selected bibliography of books on film music.

SHEEAN, VINCENT. *Orpheus at Eighty*. Random, 1958. 372p. \$5.00.

Although perhaps best known as a foreign correspondent, Vincent Sheean reveals his first and greatest love to be opera. A care-

fully researched and beautifully written study of Verdi. Particular emphasis is placed on Verdi's role in the struggle of Italy toward political unity and his relationship with Garibaldi, Cavour and Mazzini. Fine reading for those who enjoy Italian opera.

## Philosophy and Religion

JOHNSON, OLIVER A. *Ethics: A Source Book*. Dryden, 1958. 546p. \$5.75.

The editor provides a brief introduction to this book which is divided into three parts: "Theories of Moral Conduct," "Theories of the Good Life," and "The Problem of Ethical Knowledge." Authors vary from Plato and Epictetus to R. B. Perry and A. J. Ayer. Selections are well chosen and of adequate length.

VETTER, GEORGE BENJAMIN. *Magic and Religion*. Phil. Lib., 1958. 555p. \$6.00.

That magic and religion are interchangeable terms seems to be the basic argument of this book. Much of the proof submitted is in the field of semantics.

## Reference

ALEXANDER, CARTER AND BURKE, ARVID. *How to Locate Educational Information and Data*. 4th ed. rev. Bur. of Pub. Col. Univ., 1958. 419p. \$5.95.

This comprehensive aid to educational research has been brought up to date by indicating the many changes in sources for locating educational information. There are many new sources as well as many changes in the old sources. This edition, however, is well organized and indexed so that one can quickly learn what source to consult to find whatever educational information he is seeking.

BRAUN, SIDNEY DAVID. *Dictionary of French Literature*. Phil. Lib., 1958. 362p. \$10.00.

This dictionary contains short biographies of all important French authors, from earliest up to the present. The title entries have cross references to their authors. There are

entries for movements and literary forms. At the end of the alphabet is a list of terms and topics other than titles and authors which are used in the dictionary. A most useful source of ready information.

SCHAFFRAN, EMERICH. *Dictionary of European Art*. Phil. Lib., 1958. 283p. \$4.75.

Significant and representative terms, movements and masterpieces in all the fine arts from early times to twentieth-century Europe are treated here. A valuable feature is an introduction giving a concise development of art forms from Greek antiquity through 19th century classicism to modern art forms.

SHAW, CAROLYN HAGNER. *Modern Manners*. Dutton, 1958. 368p. \$3.95.

This popularly written book is an easy to use guide to good manners for all occasions.

TURNER, DAVID REUBEN AND PETERS, ALISON. *How to Pass High on College Entrance Tests*. Arco, 1959. 256p. \$2.00.

A practical and clear discussion of college entrance tests and requirements for entrance in various colleges, with one whole section devoted to samples of questions such as are asked on these examinations.

WALKER, ROBERT HARRIS. *American Studies in the United States*. La. State Univ. Pr., 1958. 210p. \$3.00.

This descriptive listing of interdisciplinary courses in American Studies given in colleges in the U. S. is the result of a survey made by the American Studies Association to find which colleges were doing serious work in the American area. The colleges who received the questionnaires were all accredited by a regional accrediting organization and were not primarily technical or professional.

## Science and Math

ADLER, IRVING. *Dust*. Day, 1958. 122p. \$3.00.

An unusual, but admirably developed theme. Interesting reading about the several

varieties of animal, vegetable and mineral dust. The early teen-ager will find explanation for a variety of phenomena ranging from clouds and rainfall to smogs and red sunsets. For good readers.

ASIMOV, ISAAC. *The World of Nitrogen*. Abelard, 1958. 160p. \$2.75.

Excellent reading on the role of nitrogen in organic compounds for the beginning chemistry student. Accurately and interestingly written with a host of well-chosen examples.

BARR, GEORGE. *Research Ideas for Young Scientists*. McGraw Hill, 1958. 142p. \$3.00.

An unusual book in that it describes experiments to which the answers are not widely known. Well illustrated. Ample references for children. Inquiring minds from ten to fourteen will enjoy it. Teachers will find the experiments to be a rich reservoir of "things to do."

BENDICK, JEANNE AND ROBERT. *Television Works Like This*. 3rd. rev. ed. McGraw Hill, 1959. 64p. \$2.75.

Excellent. Outstanding illustrations. This book, newly revised, has appeal to television viewers from ten to eighty.

BRADLEY, DUANE. *Engineers Did it!* Lippincott, 1958. 121p. \$2.95.

Engineers built the Pyramids, the Greek temples, the Roman aqueducts and roads, the first cathedral, the Eddystone lighthouse, the first Thames tunnel, the Atlantic cable, and the Brooklyn bridge. The story of their ingenuity, perseverance, and success is recorded in this well illustrated and interesting book for children. One of the best vocational guidance books at this level.

DOWNIE, N. M. *Fundamentals of Measurement: Techniques and Practices*. Oxford Univ., 1958. 413p. \$6.00.

The book is designed for a one-semester course in measurement and evaluation. Emphasis is placed on general principles involved in the various types of test and not upon their classifications and descriptions. A special feature of the book is its informality. It is written for the student. The author has done a commendable job in weaving background material into the content of the book.

EDDINGTON, SIR ARTHUR STANLEY. *The Expanding Universe*. Univ. of Mich., 1958. 127p. \$1.45.

Eddington's famous 1932 lecture on the Expanding Universe is now available in an inexpensive paperback edition. Excellent reading for the new generation of physical scientists.

HOLSAERT, EUNICE. *Birds of the World*. Simon & Schuster, 1958. 56p. \$50.

Excellent color illustrated introduction to bird study. Bound for individual rather than library use. Will appeal to upper intermediate children.

MARTIN, RICHARD ARTHUR. *Butterflies and Moths*. Simon & Schuster, 1958. 56p. \$50.

Excellent color illustrated introduction to the identification of butterflies and moths. Recommended for purchase by interested upper intermediate children.

MOORE, PATRICK ALFRED. *The Boy's Book of Astronomy*. Roy, 1959. 143p. \$3.00.

Excellent introductory treatment of astronomy. Very readable style for the interested beginner of any age.

NEWELL, HOMER E., JR. *Guide to Rockets, Missiles, and Satellites*. McGraw Hill, 1958. 54p. \$2.50.

An excellent simplified presentation of the working principles for and important technical terms used in describing the rockets and missiles used in space exploration. Well illustrated with photographs and drawings of American vehicles and weapons. The author serves as Assistant Director for Science of the Natural Aeronautics and Space Administration. The book is intended to be a citizen's introduction to the subject.

OVENDEN, MICHAEL. *Looking at the Stars*. Phil. Lib., 1958. 192p. \$2.75.

An accurately written book of interest to the amateur astronomer.

REINFELD, FRED. *Rays: Visible and Invisible*. Sterling, 1958. 204p. \$3.50.

A worthwhile series of illustrations and

text explanations on the applications of science. Will appeal to teen-age youth of scientific bent. Includes comments on radiation, nuclear power, sonar, solar energy, television, etc.

SMITH, DAVID EUGENE. *History of Mathematics*. 2 vols. Dover, 1958. 596p, 725p. \$5.00 for set.

Dover publications has rendered a distinct service to teachers of mathematics by making this excellent two volume set on the *History of Mathematics* available at a very reasonable price. The two volumes should be in the library of every teacher of mathematics. This "is an unaltered and unabridged republication of the last edition."

UNESCO. *Seven Hundred Experiments for Everyone*. Doubleday, 1958. 221p. \$3.00.

Originally published as the *Unesco Source Book for Science Teaching*, this volume should be in the hands of every science teacher from grade three on. The subject matter includes: experiments from the earth sciences, the life sciences, and the physical sciences. Inexpensive equipment has been chosen. Highly recommended.

WELLS, ROBERT. *Messages, Men and Miles*. Prentice Hall, 1958. 120p. \$2.95.

Informative account of how electronic communications work for early teen agers interested in the subject. Contains much interestingly related factual material.

WILLIAMS-ELLIS, AMABEL. *Engines, Atoms, and Power*. Putnam, 1958. 63p. \$2.00.

Well illustrated and well bound introduction to the scientific method and technology. Will appeal to the more able children in the intermediate grades.

ZARCHY, HARRY. *Using Electronics*. Crowell, 1958. 117p. \$2.50.

Excellent how-to-do-it book for teen-agers interested in making simple electronic devices. Gives attention to the theory of vacuum tubes and transistors as to the manipulative techniques of winding coils, soldering and the like.



## Social Sciences

ALEMAN, HUBERT CHARLES. *Frankfurt, Cologne, Berlin*. Dorrance, 1958. 204p. \$3.00.

History and travelog are alternated in this account of three war-ravaged cities of Germany.

ALEXANDER, HOLMES MOSS. *The Famous Five*. Bookmailer, 1958. 208p. \$3.50.

A special Committee of the 84th Congress was established to select "five outstanding persons from among all persons, but not a living person, who had served as Members of the Senate since the formation of the Government of the United States, whose paintings shall be placed in the five unfilled spaces in the Senate reception room." The senators chosen were Clay, Webster, Calhoun, LaFollette, and Taft. This is a brief account of each.

ANDER, OSCAR FRITIOF. *The Building of Modern Sweden*. Augustana, 1958. 271p. \$5.75.

This is an excellent study of Sweden and its people. It deals with both social and political and economic history. It is the history of the country during the first half of the 20th century. The author discusses some of the problems that have challenged the country and how they have been met.

BANKS, MARJORIE ANN AND MCCALL, EDITH. *Where the Rivers Meet*. Beckly, Cardy, 1958. 223p. \$2.40.

The story of exploration, settlement, and development of the interior of the United States, with attention centered on the great rivers. Both historical and fictional persons enter the story. Good reading for elementary social studies.

BAUER, MRS. HELEN. *Water: Riches or Ruin*. Doubleday, 1959. 121p. \$3.00.

An excellent school reader on water conservation, effectively illustrated with photographs and pen sketches.

BEALE, HOWARD KENNEDY. *The Critical Year: A Study of Andrew Johnson and Reconstruction*. Ungar,

1958. 454p. \$5.00.

A reproduction of a notable study dealing with the period between Lincoln's death in April, 1865, and November, 1866. Mr. Beale's treatment of the conflict between President Johnson and the Radical Republican vindicates Johnson's principal acts and contends that Radical campaign of 1866 was basically dishonest.

BINKLEY, WILFRED ELLSWORTH. *American Political Parties*. 3rd ed. rev. & enl. Knopf, 1958. 470p. \$4.25.

This new and enlarged revision of a volume long recognized for its excellence is a welcome addition to the literature of American political history. There are no profound changes in previous interpretation, but the addition of new material.

BREYFOGLE, WILLIAM. *Make Free: The Story of the Underground Railroad*. Lippincott, 1958. 287p. \$4.50.

This study views the nationwide system by which fugitive slaves were helped to escape capture as a demonstration of the essential moral vigor already existent in the nation during the period before the Civil War. The insights are provocative, the writing good.

BROWN, ELEANOR GERTRUDE. *Corridors of Light*. Antioch Press, 1959. 186p. \$3.00.

Eleanor Brown, blind from infancy, describes her life as a high school teacher of sighted children and her academic career capped by conferment of a Ph.D. This success story illustrates that low socioeconomic status and physical disability sometimes have surmountable odds. The significant factor seems to be motivation to high achievement.

BROWNLEE, RICHARD S. *Gray Ghosts of the Confederacy*. La. State Univ., 1958. 274p. \$4.95.

The horrors associated with "Bloody Bill," Quantrill, Frank and Jessie James, and the Younger Brothers are faithfully presented, essentially in chronological order.

COCHRAN, HAMILTON. *Blockade Runners for the Confederacy*. Bobbs, Merrill, 1958. 350p. \$5.00.



The story of the increasingly futile efforts of the Confederacy to break Union blockade. In this comprehensive research effort the author has prepared not only an excellent bit of history but also an appealing series of adventure stories.

COPELAND, LEWIS. *The World's Great Speeches*. 2nd rev. ed. Dover, 1958. 745p. \$2.49.

An interesting paper-back volume containing 255 speeches on a wide variety of subjects, ranging in time from Demosthenes to Truman. A useful and inexpensive reference source.

CROMWELL, OTELIA. *Lucretia Mott*. Harvard, 1958. 241p. \$5.75.

A sound, well-written biography of one of the nineteenth century's outstanding humanitarians. The subject is presented as a leader who desired to promote intelligent thinking. The volume is enhanced by a useful bibliography and notes. Good library reference.

CURRENT, RICHARD NELSON. *The Lincoln Nobody Knows*. McGraw Hill, 1958. 313p. \$5.50.

A penetrating study of Lincoln the man—the husband and father, the politician, the president, the person. By separating fact from myth, an outstanding Lincoln scholar provides a more adequate picture of a great American.

FAY, EDWIN HEDGE. *This Infernal War: Confederate Letters*. Univ. of Tex., 1958. 447p. \$6.00.

An interesting collection of letters written to his wife by a Confederate soldier. The letters are well written and often contain forthright criticism of the war effort. The volume is ably edited by Bell Irwin Wiley.

GOMEZ, BARBARA. *Getting to Know Mexico*. Coward, 1959. 64p. \$2.50.

The great variety of Mexican scenery and life is portrayed by skillful description and pen sketches in this book for young readers.

HAYWOOD, RICHARD MANSFIELD. *The Myth of Rome's Fall*. Cromwell, 1958. 178p. \$3.50.

This book deals with a great deal more

than the title suggests. It is really an excellent summary of Roman history in imperial times.

HECKEWELDER, JOHN. *Thirty Thousand Miles with John Heckewelder*. Univ. of Pitts., 1958. 474p. \$7.50.

Heckewelder was an observant eighteenth century American who traveled extensively throughout the eastern United States. The author has woven Heckewelder's travel journals into a connected story. This combined editing and writing, together with some translation from German, adds up to a useful addition to early American history.

HOLBROOK, MRS. SABRA. *Getting to Know the Virgin Island, USA*. Coward, 1959. 64p. \$2.50.

An excellent reader on a little known part of the United States, illustrated with pen sketches of places and persons.

HOUGH, RICHARD. *The Fleet That Had to Die*. Viking, 1958. 212p. \$3.95.

This book is a highly readable account of the great sea engagement at Isu-Shima in 1905, which ended the Russo-Japanese War. The conflict is between an ill-equipped, ill-trained Russian fleet and the well-trained Japanese squadrons.

JOESTEN, JOACHIM. *Youth Abroad*. Knopf, 1958. 176p. \$3.00.

This discussion of post war youth in Europe today includes a country by country comparison and account of the famous international Pestalozzi Village in Switzerland. The approach to European life is designed to increase the reader's awareness of basic strengths and weaknesses of our closest allies.

MCCLELLAN, HENRY BRAINERD. *I Rode with Jeb Stuart*. Ind. Univ. Pr., 1958. 455p. \$6.50. Civil War Centennial Series.

Valuable source material for the Civil War enthusiast. Burke Davis has edited this memoir of one of Stuart's aids, including a biographical introduction. The volume is one of the Civil War Centennial Series.

MCGIFFIN, MRS. LEE. *Swords Stars, and Bars*. Dutton, 1958. 160p. \$2.95.

A collection of stories concerning a number of Confederate military leaders—Mosby, Butler, Forrest, Hampton, Morgan, Stuart, Wheeler, and Shelby. Designed for young readers.

MCNEER, MAY YONGE. *The Canadian Story*. Farrar, Strauss, 1958. 96p. \$4.25.

A combination of history and geography written primarily for use by elementary school students. Numerous illustrations, many of them in full-page four color, combine with vivid writing to make this a work of high quality. Splendid library material.

MASON, ALPHEUS THOMAS. *The Supreme Court from Taft to Warren*. La. Univ. St. Pr., 1958. 250p. \$4.95.

A provocative analysis of the role of the Supreme Court during the Twentieth Century. Having previously authored volumes on Justices Brandeis and Stone, Professor Mason is in a position to move into this broader interpretation of the Court so as to throw further light on current judicial controversies.

NEILSON, WINTHROP AND F. F. J. *Verdict for the Doctor: The Case of Benjamin Rush*. Hastings House, 1958. 245p. \$4.50.

This book is a careful examination of the story behind the famous Rush-Cobbett libel trial in Philadelphia during the late 1790's. The authors conclude that Cobbett's attacks were politically motivated. They concur with the jury's verdict. The book is well written and should appeal both to the general reader and the scholar.

NOEL-BAKER, FRANCIS. *Fridtjof Nansen*. Putnam, 1958. 126p. \$2.00.

An informative and readable biography of a man with great and diversified achievements. Written for children, it explores Nansen's life as an Arctic explorer, scientist, diplomat, and statesman.

PATON, WILLIAM A. *A Study in*

*Liquidity*. Univ. of Mich., 1958. 176p. \$5.00.

This book is based upon a doctoral dissertation at the University of Michigan in 1954. It is the result of an investigation of the impact of inflation on corporate monetary items. The nature of monetary items is discussed; the procedures employed in measuring the impact of inflation on the monetary items of selected corporations are described; and the results of this measurement are appraised.

PECK, ANNE MERRIMAN. *The Pageant of South American History*. Longmans, 1958. 409p. \$6.00.

Written for younger readers, this revised edition provided an introduction to South American history from the time of the Meas to the present. Good library material.

PINCHOT, AMOS. *History of the Progressive Party, 1912-1916*. N. Y. Univ., 1958. 305p. \$7.50.

This is a first hand account alive with acute observations. The author's contention is that the Progressive Party was doomed because of the conflict of idealists like himself and the opportunists who controlled the platform and the candidate, Theodore Roosevelt. Helene M. Hooker has edited the original manuscript and included an extensive and valuable biographical introduction of Pinchot.

RIESENBERG, FELIX, JR. *The Story of the Naval Academy*. Random, 1958. 176p. \$1.95.

This informative and enthusiastic history is one of the latest in the Landmark series for children. Good reference material.

RUNES, DAGOBERT. *Concise Dictionary of Judaism*. Phil. Lib., 1959. 237p. \$5.00.

A handbook of names, events, and terms which individuals may find useful when they do not have access to any of the larger encyclopedias of religion.

RUSH, PHILIP. *He Went with Dampier*. Roy, 1958. 184p. \$3.00.

A historical novel in which a young boy shares the exploits of the seventeenth century pirate, William Dampier. Good writing; some black and white illustrations.

SOLBERG, WINTON. *The Federal Convention and the Formation of the American States*. Liberal arts, 1958. 409p. \$1.45. American Heritage Series, No. 19.

More useful to the student than to the scholar, this paperback collection of documents has as its greatest attraction the printing of the bulk of James Madison's Notes of Debates. The editor's long introduction is a competent essay.

TANG, ANTHONY. *The Economic Development in the Southern Piedmont, 1860-1958*. Univ. of N. C., 1958. 256p. \$6.00.

The South has long been one of the nation's economic trouble spots, and this volume traces the economic development of one segment of the region for a lengthy period, keeping in mind the effect of changes in the economy upon agriculture. The entire volume is a veritable mine of information for the person who is willing to read it carefully and seriously. Students of the South's economy, or of its recent history, must mark this title as an important one for their bibliographies and reading lists.

TOR, REGINA. *Getting to Know Greece*. Coward, 1958. 64p. \$2.50.

A lively description of modern Greece for young readers, illustrated by sketches of historic ruins, and contemporary scenes and people.

TUCKER, GLENN. *High Tide at Gettysburg*. Bobbs, Merrill, 1958. 462p. \$5.00.

An exhaustive study of the famous battle in which the author makes considerable use of the personalities involved in the episode. Thus, the result he sees largely in individual character along with the element of luck. A good piece of writing that observes the full tenets of scholarship.

WAGENKNECHT, EDWARD. *The Seven Worlds of Theodore Roosevelt*. Longmans, 1958. 325p. \$6.50.

A volume prepared as the author's contribution to the centennial of Roosevelt's birth. The seven worlds are: action, thought, human relations, family, spiritual values,

public affairs, and war and peace. An extensive "selected bibliography" is a valuable addition. Scholarly; well written.

### List

ADLER, IRVING. *The Tools of Science*. Day, 1958. 128p. \$3.00.

CHUTE, MARCHETTE GAYLORD. *Geoffrey Chaucer of England*. Dutton, 1958. 347p. \$1.55.

CORREDOR, JOSE MARIA. *Conversations with Casuals*. Dutton, 1958. 240p. \$1.35.

DAVIES, EVELYN A. *The Elementary School Child and His Posture*. Appleton, 1958. 80p. \$.95.

ELLMAN, RICHARD. *Yeats, the Man and the Masks*. Dutton, 1958. 331p. \$1.55.

GEBHARDT, LOUIS P. AND ANDERSON, DEAN A. *Laboratory Instruction in Microbiology*. Mosby, 1958. 261p. \$3.75.

GRODZINS, MORTON MELVIN. *The Metropolitan Areas as a Racial Problem*. Univ. of Pitts. Pr., 1958. 28p. \$.50.

HOWELLS, WILLIAM DEAN. *Indians Summer*. Dutton, 1958. 317p. \$1.50.

MELVILLE, HERMAN. *Typee: and Billy Budd*. Dutton, 1958. 352p. \$1.75.

NEWMAN, JOHN HENRY CARDINAL. *The Scope and Nature of University Education*. Dutton, 1958. 237p. \$1.25.

SYMONS, ARTHUR. *The Symbolist Movement in Literature*. Dutton, 1958. 164p. \$1.15.

WISE, WILLIAM MAX. *They Come for the Best Reasons: College Students Today*. Am. Council on Ed., 1958. 65p. \$1.00.

### Text

BARNARD, J. DARRELL AND OTHERS.  
*The Macmillan Science/Life Series.*  
Macmillan, 1959. Six books. bk. 1—  
\$2.32; bk. 2—\$2.48; bk. 3—\$2.72; bk.  
4—\$2.80; bk. 5—\$2.88; bk. 6—\$2.96.

FIESER, LOUIS F. AND FIESER, MARY.

*Basic Organic Chemistry.* Heath, 1959.  
369p. \$6.00.

HERBERG, THEODORE AND ORLEANS,  
J. B. *A New Geometry for Secondary  
Schools.* 3rd ed. Heath, 1958. 422p.  
\$3.20.



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